DOCUMENT RESUME

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ABSTRACT

This collection of materials and statements is the final project report of "Center for Re-Education of Teachers." The purpose of the project, which places teachers, consultants, supervisors, principals, and members of teacher training staffs in college and university laboratory settings during the summer, is stated as follows: individuals and groups, without the pressures experienced during the school year, will carefully appraise and assess themselves and their work. The report indicates that participants were encouraged to experiment in the individualization of instruction, the packaging of curriculum, and new organizational patterns. The document contains the summary of assessment instrument responses to the summer laboratory; statements of success, failure, and impact; and supplementary materials such as letters and visitation evaluations. (JA)

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TITLE III - End of Project Period Report

June 1, 1966-May 31, 1970

A CENTER FOR RE-EDUCATION OF TEACHERS

Project #67-03381-0

Grant #OEG-3-7-703381 Racine, Wis.

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END OF PROJECT PERIOD REPORT

FOR

UNIFIED DISTRICT #1 OF RACINE COUNTY
2230 NORTHWESTERN AVENUE
RACINE, WISCONSIN
53404

PROJECT NUMBER: *67-03381-0*

GRANT NUMBER: *OEG-3-7-703381-3743*

PROJECT PERIOD: *June 1, 1966-May 31, 1970*

PROJECT ADMINISTRATOR: C. Richard Nelson

PROJECT DIRECTOR: *Mr. Lloyd N. Johansen*

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PI-AD-39
(8-68)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CENTER FOR RESEARCH AND PROGRAM DEVELOPMENT
126 Langdon Street
Madison, Wisconsin 53702

PROJECT DATA FORM
TITLE III, E.S.E.A.

FOR STATE DEPARTMENT USE ONLY	CO.	DIST.	SCH.	PROJ. NO.	EXP. CODE	AMOUNT APPROVED

SECTION A -- GENERAL INFORMATION

1. Project Title

CENTER FOR RE-EDUCATION OF TEACHERS

2. Brief Summary of Purpose of Project

A summer session for elementary and secondary students will provide a laboratory for educational professionals to assess the potential utilization of new organizational patterns for improved instruction, and to evaluate new techniques and materials for these organizational arrangements. Staff compentencies for these new roles and tasks will be developed.

3. Type of Submission (check one)

- ☐ Initial Application - Planning
- ☐ Initial Application - Operational
- ☐ Continuation Grant
- ☐ End of Budget Period Report
- ☒ End of Project Period Report

4. Type of Project (Initial application or resubmission only)

- ☐ Planning — O R
- ☐ Operational (check one below)
  - ☐ Innovative
  - ☒ Exemplary
  - ☐ Adaptive

5. Applicant Agency	Address
Unified School District #1 of Racine County	*2230 Northwestern Avenue Racine, Wisconsin 53404*

6. Name of Project Director	Address	Telephone No. / Area Code
Lloyd N. Johansen	*2230 Northwestern Avenue Racine, Wisconsin 53404*	*637-9511* / *414*

7. Superintendent or CESA Coordinator (Please type)	Address	Telephone No. / Area Code
C. Richard Nelson, Supt.	*2230 Northwestern Ave. Racine, Wisconsin 53404*	*637-9511* / *414*

8. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local education agency named above has authorized me, as its representative, to file this application.

C. Richard Nelson
Signature of Person Authorized to Receive Grant

Date Submitted

SECTION A -- Continued

9. List the Number of Each Congressional District Served	10a. Total Number of LEA's Served	Average Per Pupil Expenditure of Local Education Agencies Served
1st	116	11a. Preceding Year June 30, 1968 $ 630.00
	10b. Total Estimated Population in Geographic Area Served 310,000	11b. Second Preceding Year June 30, 1967 $ 583.00

SECTION B -- TITLE III BUDGET SUMMARY FOR PROJECT

		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		June, 1967	May, 1968	$ 253,218
B.	Application for First Continuation Grant		June, 1968	May, 1969	$ 234,361
C.	Application for Second Continuation Grant		June, 1969	May, 1970	$ 198,904
D.	Total Title III Funds				$ 686,483
E.	End of Budget Period Report			May, 1970	

SECTION C -- SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.

			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-8	GRADES 9-12	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A.	School Enrollment in Geographic Area Served	(1) Public			57,525	22,905		80,430	
		(2) Non-Public			12,892	3,433		16,325	
B.	Persons Served by Project	(1) Public		52	442	334		828*	
		(2) Non-Public		27	245	131		403*	
		(3) Not Enrolled	* Figures reflect only students actually enrolled in the summer laboratory. It can honestly be said that the program has an impact on most all students enrolled in A-(1) and (2) above.						
C.	Additional Persons Needing Service	(1) Public							
		(2) Non-Public							
		(3) Not Enrolled							

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)

WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
966	246	7	12	1231

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	10	35	8	35	12

4. Estimate the percent of children served from families whose income is

A. $2,000.00 or less 17 % B. Over $2,000.00 83 %

SECTION E -- PERSONS SERVED BY APPROVED INITIAL OR CONTINUATION PROPOSALS, ESTIMATED COST, AND TOTAL NUMBER OF PERSONS SERVED (PUPILS MAY BE COUNTED MORE THAN ONCE)

	MAJOR PROGRAM OR SERVICES	Grades							Adult	Other	Number of Non-Public Pupils	Estimated Cost (Amount may overlap)
	(1)	Pre-K (2)	K (3)	1 (4)	2 (5)	3 (6)	4-6 (7)	7-12 (8)	(9)	(10)	(11)	(12)
A.	School Administration, Development, Evaluation, and Research Survey											
B.	Teacher In-service Training								206	and 30 non-professional staff		$198,904
C.	Major Subject Emphasis											
	Arts (music, theater, etc)											
	Foreign Language	NOTE: Elementary students will work in all curriculum areas										
	Mathematics		Secondary students will work in English and social studies									
	Science											
	Social Stds/Humanities											
	Vocational/Inds Arts											
	Other (specify)		30	140	140	140	381	400				60,000
D.	Instructional Media/Tech											
	Library Fac/Media Cen		30	140	140	140	381	400				"
	Computers		30	140	140	140	381	400				"
	Education TV/Radio		30	140	140	140	381	400				"
	Other (specify)											
E.	Instructional Methodology											
	Specify		30	140	140	140	381	400				"
F.	Special Education, Remediation, and Pupil Personnel Programs											
	Handicapped											
	Remedial Reading											
	Medical/Dental/Health											
	Social/Psychological											
	Educational Guidance											
G.	Programs											
	Follow through of Pre-K Program											
	Dropout											
	Equal Educ Opportunity											
	Pre-Kindergarten											

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SECTION D -- PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
	1	2	3	4	5	6
A. Administration/ Supervision	1	5	2			
B. Teacher:						
(1) Pre-Kindergarten						
(2) Kindergarten		5	1.2			
(3) Grades 1-6		58				
(4) Grades 7-12		40				
(5) Other (Local Consultants)		5	1			
C. Subject Matter Specialists (artist, scientist, musician, etc.)						
D. Technicians (audio-visual computer specialists)						
E. Pupil Personnel Workers (counselors, social workers, psychologists)						
F. Medical and Psychiatric Personnel						
G. Researchers and Evaluators		1	.2			
H. Planners and Developers						
I. Disseminators (writers, public relations personnel, editors)						

END OF PERIOD PROJECT REPORT

MAJOR PROJECT OBJECTIVES

Research findings and educational experts tell us that some of the traditional patterns of school and class organization must change if instructional improvement is to be attained. The typical educational professional in our schools is often restrained by a "mind set" against change which must be removed before he can clearly and honestly appraise new approaches to instruction.

The basic objective of this program was to place teachers, consultants, supervisors, principals, and members of teacher training staffs at selected colleges and universities in a laboratory setting during the summer, without the usual pressures of curriculum and assignments, in an attempt to overcome some of this "mind set."

The laboratory experiences (a detailed description of the laboratory design was given in the original proposal for the operational grant) were planned so a reasonable level of apprehension, tension, and turmoil is generated in participants, because we are told by psychologists that an individual's emotions must be involved before he will consider change. The program should provide sufficient interaction and exposure to force individuals and groups to carefully appraise and assess themselves and their work.

Individualization of Instruction. Participants experimented with different techniques and methods which permitted greater individualization of instruction. The focus at all time was on diagnosing the individual needs of a student and prescribing learning experiences which related to this diagnosis. Pre and post testing was a part of this focus on individualization.

Participants were to leave the summer session with a commitment to individualize instruction as much as possible in the curriculum and school organizational pattern they were involved with in their own school setting.

Packaging Curriculum. Teachers experienced the writing of contracts, unipacs, capsules, minipacs, IPI, etc., during this laboratory. They were, hopefully, given enough experience to make them competent enough to prepare materials for individualization in their local school settings.

New Organizational Patterns. This program demonstrated and permitted teachers to experience new organizational patterns for instruction. Some of the patterns were related to a whole

school organization such as: ungraded, dual progress, school within a school, "multiunit" flexible modular scheduling, etc. Other patterns were related to organization within the school, such as teams, instruction units, departments, self-contained, etc.

The broad objective was to demonstrate and evaluate the effectiveness of new organizational patterns and to help participants determine which ones might be utilized in their diverse educational settings.

New Ideas, Techniques, and Materials. This laboratory provided and encouraged the use of as many new techniques and materials as possible. Participants were encouraged to evaluate the extent to which they could be incorporated in new organizational arrangements in their schools.

New Tasks and Roles for Teachers. This program placed participants in new roles and permitted them to assume the new tasks implied. They experienced working with para-professionals, teacher aides, and instructional secretaries.

The program objective was to assure the professional participant that new educational tasks and roles will not erode, but rather enhance the image of a teacher, and at the same time, improve the quality of education by better staff utilization. Furthermore, the laboratory provided what might be termed as "basic training" for both the professional and non-professional, and thereby should produce both professional and non-professional staff prepared and willing to assume the new tasks and roles demanded in education today.

Follow Up. The Title III Director and Assistant devoted a large portion of their time throughout the year working as resource persons and consultants to individuals, groups, principals, school staffs, and school districts, trying to implement some of the innovations and practices introduced at the clinic.

The Title III office assumed responsibility for preparing materials and schedules for workshops, meetings, and speaking engagements.

Secondary Objective. A secondary objective of the laboratory was to provide six weeks of half-day summer school enrichment learning experiences for about 1000 K through 12th grade students.

EVALUATION TECHNIQUES

Several techniques have been used in effort to assess the impact of this Title III program upon participants. The instruments used for accumulating data for evaluation were designed by Dr. Milton Hillery, head of the Research Department in the Racine Unified School District.

Evaluation Questionnaire. An evaluation questionnaire was filled out by all of the participants at the close of the summer laboratory. The design of this instrument resulted from the cooperative efforts of:

1. *Dr. James Wardrup, a research designer from the Research and Development Center at the University of Wisconsin,*
2. *Dr. Milton Hillery, head of the Research Department in the Racine Unified School District, and*
3. *the leadership staff of the Racine Summer Title III laboratory.*

The intent of this instrument was to get immediate feedback from individuals who had participated in the summer laboratory. The questions were designed to give quantitative and qualitative degree responses. These responses gave information on:

1. *the degree to which the professional thinking of participants changed through involvement in the laboratory;*
2. *the degree to which participants accepted new organizational patterns for instruction;*
3. *the extent to which individuals were exposed to new materials and techniques to be used in instruction;*
4. *what commitment participants made toward developing a strategy for making change in their assigned responsibility during the school year.*

The responses of staff are logged on the following pages. Every effort has been made to format the data in such a way that it is possible for the reader to pick up the impact of this laboratory as expressed by the individuals involved.

It is understood that most of these responses are subjective; however, a professional experience such as provided in this project would demand considerable subjective information in order to pick up feedback which is difficult to get through other more objective instruments. Therefore if the reader is interested in picking up an "in-depth" interpretation of this experience as expressed by participants, he is encouraged to read the next pages in detail.

SUMMARY OF ASSESSMENT INSTRUMENT RESPONSES ON SUMMER LABORATORY - 1970

1. Based on your experiences and perceptions during the past seven weeks, which of the following statements reflects most accurately your feelings about the effects of team organization on the opportunities for INITIATING NEW METHODS and engaging in INNOVATIVE ACTIVITIES?

105 Opportunities for innovation are markedly greater.
29 Opportunities for innovation are somewhat greater.
___ Team organization has little or no effect on opportunities for innovation.
1 Opportunities for innovation are somewhat less.
___ Opportunities for innovation are markedly less.

COMMENTS: Team planning keeps all on the alert and attuned to new and better methods - evaluation is constantly going on so as to stimulate greater innovation.

Brainstorming and ensuing cooperation provide higher "taxonomy" of experiences for child.

More ideas, more innovations, more trials, more errors, more learning.

The mushrooming of a core idea in team planning is truly impressive.

Bigger projects can be attempted because there is more "manpower" to split up and do the work.

I believe any school that wants to begin team teaching should send all their teachers to this summer program.

I was amazed and very happy to see how working with a team benefits the individual growth of a person.

I was in team teaching last year and will be also next year. It's the only way to fly!

First experience with teaching - I'm glad I started here.

Gives greater opportunities for sharing ideas. Easier to follow through with a new idea because of team effort.

No. 4 - Depends good deal on team participant - tendency to fall back on what you already do well.

2. How do you feel that opportunities for effective use of a variety of instructional materials and activities are affected by team organization?

104 Markedly more opportunity in team organization.
29 Somewhat more opportunity in team organization.
___ Team organization has no effect.
1 Somewhat less opportunity in team organization.
___ Markedly less opportunity in team organization.

COMMENTS: Team work makes it possible to use appropriate sized groups of children for any activity, and also for using more than one activity media at a time.

The sharing of experience in use of materials is of great value.

When certain materials are limited, the fact that a team requires them gives the request more priority.

I have seen many new ways to use instructional materials, and will benefit greatly from it.

Facilities for learning center is more functional when a team can plan efficient use of time for its use.

Invariably one individual who really knows his stuff teaches others a great deal.

3. Which of the following most accurately describes the effect of team organization on the opportunities for pupils to make friendships with their peers?

49 Aids a great deal.
60 Aids more than it hinders.
16 Has no effect.
3 Hinders more than it aids.
1 Hinders a great deal.

COMMENTS: Can still get to know children well in homeroom, but provides more contacts.

Opportunities are enhanced because of expanding the field in which the child operates.

Children can seek out friends with an intellectual curiosity ability close to their own.

Students have contact with many more children in this type of program.

This must be a goal of the team so that the child relates to many different groups.

Aids if it's a "good team" but hinders if it's a "poor one." The example of friendship and interaction and unity among the teachers is the key here.

Children adapt with ease to new teaching methods. They are far more flexible than we are.

Maybe a very shy or withdrawn child might have difficulty making more friends with peers.

4. The primary goal of any educational practice is always to insure that every student at every level will obtain the best possible education. To this end, what do you believe to be the influence of team organization, as compared to the self-contained classroom, on the providing of better learning opportunities for all pupils?

112 Considerably improves learning opportunities.
12 Slightly improves learning opportunities.
2 Has no effect on learning opportunities.
___ Somewhat lessens learning opportunities.

COMMENTS: A team can kill that opportunity as quickly as an individual.

More ideas - provides more time for planning and dividing tasks.

Enables the child to experience the best of several teachers rather than to be conditioned by just one.

A wealth of materials at various levels with individualized instruction has to benefit the child.

I have taught previously in both self-contained and team teaching and felt very strongly about the more minds preparing a curriculum the greater the learning.

I feel that this actually would depend on the team organization - not just because it's a "team."

A team provides a larger variety of learning experiences. Opportunities for independent study is greater in team teaching.

5. What effect would you expect team organization to have on the utilization of subject area consultants?

63 Considerable increase in use of consultants.
48 Some increase in use of consultants.
12 No change in use of consultants.
5 Some decrease in use of consultants.
6 Considerable decrease in use of consultants.

COMMENTS: Sharing of ideas and knowledge among team members might result in less need for consultants.

6. A principal's role can be defined as that of an instructional leader in his school. His involvement in instruction with teams, in contrast to regular classroom situations, should be:

71 markedly increased.
40 slightly increased.
11 somewhat decreased.
5 unchanged.
1 markedly decreased.

COMMENTS: He can more easily become involved in the goals of three teams than those of eighteen teachers (self-contained).

Principal must be available at various planning sessions as inter-unit coordinator of instruction.

Many principals have been forced into disciplinary, financial, scheduling areas. The team organization would bring them back into instructional leadership.

The principal's role should be a vital one in ensuring the smooth operation of the team. His critiques should be of greatest value.

Principals should be structured to meet with each team - not only with team leaders.

There still seems to be an overload of "administration paper work" tying principals down, but team organization will demand them as resource personnel sooner than regular classroom situations.

The cliche: "A chain is only as strong as its weakest link" fits. In the past, instructionally the principals did not interact with teachers; now through teaming, principals can and should be sensitive to the involvement of the team and effectively "lead" them.

Few principals are concerned about instruction. In high school one cannot expect the principal to know enough about a particular subject area to be of great assistance.

The principal should be informed daily on what is occurring.

7. In addition to changing the academic performance of students, the school should also influence their attitudes and behavior. The opportunity to do this in team organization is:

52 much greater than in regular classroom situations.
47 somewhat greater than in regular classroom situations.
11 no different from regular classroom situations.
14 somewhat less than in regular classroom situations.
2 much less than in regular classroom situations.

COMMENTS: There is opportunity for more personal contact with more teachers and for observing adults working together. This works best with ground rules for students and teachers.

I felt too far from the pupils.

I feel some child who has a clash with a teacher has more of a chance to adjust when a team is working with him.

I feel here the student who is outgoing, has a great deal of initiative, is influenced a great deal. A shy, introvert type may be influenced as to attitude and behavior the wrong way.

This depends upon personalities. Teaming can spread "good" people out but perhaps this could be spread so far that it has no impact.

The child has a much greater chance to find that someone really cares for him.

Ideally, each child will be learning at his level of ability and opportunity permitted to pursue personal interests in depth. Boredom and child vegetation hopefully will be eliminated.

With a more loosely controlled situation as we found in team teaching, those who need more push may not receive it - compared to self-contained classroom.

In a world where "Doing Your Own Thing" is what makes things happen, the children need to broaden their horizons at the earliest of ages so that they may fully contribute their "thing" at 5, 6, 7 years and on up!

No. 4 - constant compromise is necessary or else there will be constant argument.

Less dictatorial than regular classroom situation. Student meets more teachers and attitudes do rub off.

8. Every teacher has his own individual, general philosophy concerning teaching and education. How do you feel team teaching will affect the opportunity for you to implement and teach in accordance with your own personal philosophy?

54 Greatly increases the opportunity.
41 Somewhat increases the opportunity.
11 No change in opportunity.
25 Somewhat decreases the opportunity.
1 Greatly decreases the opportunity.

COMMENTS: It provides great opportunity to test, expand, and develop one's personal philosophy of education.

You have to give and take but you can usually keep your basic philosophy even though you may have to give up some of the fringe.

It helps me to improve my philosophy.

Teaming does not destroy individualization in the teacher, it enhances it along with encouraging growth as the teacher shares professional ideas with his team members.

Why have we not been utilizing the experiences, abilities, knowledge of qualified personnel to a greater degree many years ago?

Somewhat decreases the opportunity because you may be out-voted or have to pick up another's lesson plan.

Especially if you are the only one of your team with the same philosophy and/or other team members are more dominate.

I can grow through the experiences of others and wish to share my experiences.

As a beginning teacher, I feel there is no better way to share and gain ideas than a team set-up.

Any individual's philosophy has weaknesses. A team situation serves as a screen to weed out those ideas in one's philosophy that are poor and gives one opportunity to replace poor ones with more effective ideas.

9. How important <u>to</u> <u>you</u> was the exposure to each of the following during the summer progam?

	NOT AT ALL IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
A. Mager's Behavioral Objectives	11	36	91
B. Bloom's Taxonomy	7	55	69
C. Sanders' Classroom Questions	8	57	66
D. Flander's Interaction Analysis	25	63	35
E. Glatthorn's Small Group Discussion Techniques	12	54	60
F. Unipacs	17	62	47
G. Contracts	10	54	68
H. Sensitivity Training	17	41	57

10. Check below any of the techniques which you tried to incorporate in your planning and teaching and indicate how successful you were.

	TRIED		SUCCESSFUL		
	No	Yes	Very	Somewhat	Not
A. Behavioral Objectives	0	122	68	40	1
B. Bloom's Taxonomy	12	108	48	54	8
C. Sanders Classroom Questions	25	98	39	39	4
D. Flanders Interaction Analysis	46	68	20	24	11
E. Glatthorn's Small Group	22	95	38	24	15
F. Unipacs	44	73	34	32	2
G. Contracts	28	89	43	28	6
H. Sensitivity Training	59	50	25	10	1

<u>COMMENTS</u>: This was a tremendous aid to our team structure and framework.

Behavioral objectives were most important. I really knew where I was going and why.

I am not at all convinced as to the effectiveness of contracts as a <u>teaching</u> device in the primary grades.

Last year I thought Behavioral Objectives were a lot of educational jargon and now I feel they are necessary for a program to be <u>successful</u>.

11. One of the stated goals of the team organization is to provide professional growth through professional interaction. How successful do you think the team organization is with respect to this goal?

86 Extremely successful
40 Moderately successful
6 Somewhat unsuccessful
2 Very unsuccessful

COMMENTS: Really became concerned with "other guys hang-ups."
To really grow, one must interact, to participate rather than sit, listen, forget.
Too much aimless argument. Too much "passing the buck" and avoidance.
When teachers give of themselves freely, many new ideas can be incorporated into one; new methods can be developed. I think this is great!
One doesn't have this opportunity in the self-contained classroom. Who is professional at recess or during coffee breaks?
We're all "center-stage" when working on a team - bound to improve teaching.
I felt I learned a lot from the other teachers on my team. Sometimes we get into a routine with our teaching techniques and this helped.

12. How helpful did you find the sessions in which your teaching team was critiqued?

49 Extremely helpful
77 Somewhat helpful
4 Somewhat harmful
___ Extremely harmful

COMMENTS: I did see one team suffer from effects of destructive criticism. It brought them to a low point from which I don't think they ever fully recovered.
Learned more in observation than in any other phase.
Very positive. At times I would have liked more criticism.
This was really great for self-evaluation and regular school year.
Wow! It's an eye-opener.
This is where "Professionalism" came to the fore.
The observation was too easy and "too good" to us. I'm sure we weren't that good.
Several times I was critiqued about things that weren't noticeable to me so I enjoyed having help to make me a better teacher.
Logical,well thought feedback also can be one of our greatest helps. It allows (critique session) an outside view.

13. Rank each of the following activities with respect to their value to you. Assign a "1" to the activity you found most valuable, a "5" to the one which was least valuable.

	1	2	3	4	5
Critique Sessions	9	16	22	31	41
Teaching Sessions	18	39	18	10	23
Planning Sessions	71	23	14	13	2
Observation Sessions	28	29	31	31	6
Strategy Sessions	4	17	18	37	51

COMMENTS : These are difficult to evaluate in this way as one depends upon the other.
Really, all areas were beneficial.
I learned more through observing than critiquing.

14. How has your attitude towards allowing students to pursue individualized learning changed as a result of the summer's activity?

71 Much more favorable
30 A little more favorable
23 No change
___ A little less favorable
___ Much less favorable

COMMENTS: No other way is valid or meaningful.
A "must" - I felt the children really enjoyed this approach.
I believe each child is an individual and should be treated and taught as such.
This was a very strong point.
Prior to this summer I felt that if students were given a choice of what they could study, many would make another choice; not study at all! This is not the case.
I want to attempt more of this in the college course I teach.

15. How has your attitude towards large group instruction changed as a result of the summer's activity?

41 Much more favorable
36 A little more favorable
36 No change
9 A little less favorable
7 Much less favorable

COMMENTS: The purpose of large groups, and methods and techniques for large group have become much clearer.
No better way for all students to benefit from a well organized, well planned large group activity.
It is my conviction that large group should only motivate and direct children to further instructional stations. I'm wholly convinced of this now.
I learned VERY MUCH about the "when" and "how" of large group instruction.
Think we brought home the need for organization and planning, rather than "on the top of the head" presentations.
Feel more comfortable with large group. Gained new ideas for this.

16. How has your attitude towards small group learning changed as a result of the summer's activity?

76 Much more favorable
21 A little more favorable
35 No change
1 A little less favorable
___ Much less favorable

COMMENTS: Even under most crowded situation I plan to utilize small group learning to a greater extent than ever before.
Small group interaction is the key to lasting learning experiences.
I like using very small groups - paired learning, if possible.
Opportunity for participation in depth by a greater number of students.

17. How has your attitude towards learning centers and resource centers changed as a result of the summer's activity?

89 Much more favorable
15 A little more favorable
23 No change
1 A little less favorable
2 Much less favorable

COMMENTS: However competent, personnel should man them.
These are a must!
Learning Centers are a relatively new idea to me - its great!
I feel even stronger that learning centers should permeate the whole school, not confined only to a center.
I had never seen them function before and was highly impressed.

17A. How helpful is teaming in making it possible for teachers to make greater effort toward individualizing learning for students?

108 Greatly increases the opportunity
24 Somewhat increases the opportunity
1 No change in opportunity
1 Somewhat decreases the opportunity
___ Greatly decreases the opportunity

COMMENTS: Team diagnosis and evaluation of individual needs and skills greatly increases the chances for helping the individual.
A teacher may know a child's problem but not be able to solve it, whereas a team member may have just the prescription needed.
You need teachers who are good in the first place - teaming helps to identify them.
I felt that I've achieved so much growth personally that teaming is an answer to many problems.
Teacher has time to interact individually with students. Better ratio of student-teacher.
I don't think teaching a week, observing a week, planning a week cycle increases the chances for individualization though - at least not during a six-week period.

17B. How successful do you think the workshop was in preparing you to "package" for greater individualized learning for students?

47 Extremely successful
53 Moderately successful
18 somewhat successful
8 Very unsuccessful

COMMENTS: Packaging is worthwhile but is only one aspect of teaching and planning!

Packaging team members are too removed from many good things which are going on with the other teams.

Packaging would be easier to do at once.

I am extremely grateful to have had this experience. I've never been familiar with packaging and intend to do as much as I can next year.

Teacher has time to interact individually with students. Better ratio of student-teacher.

Once we had developed our own style and sophistication with using formats, pacs were very successful. This came late in the program, however.

I think I'm prepared psychologically - which is a big item, and I understand the terminology, theory behind and possible formats for pacs. It will take much work yet to really prepare pacs that are good and that will really be able to be handled by students of various ability levels.

18. How has your attitude towards using a para-professional or aide changed as a result of the summer's activity?

78 Much more favorable
18 A little more favorable.
28 No change
4 A little less favorable

COMMENTS: These people are tremendous and I feel all schools should have them - GREAT!

She is extremely valuable in direct work with children - not just materials.

Our school has these workers. They are extremely important.

I have learned how to use an aide, not learned to like one.

A well-trained aide is a great asset.

19. On the whole, how valuable did you find the sessions with invited speakers, in terms of the objectives of the summer program?

5 Very valuable
60 Somewhat valuable
6 Not at all valuable
53 Disappointing

20. Do you think the team organization increases teaching effectiveness?

Yes	No
125	2

A. What three things do you like best about it?

1. Cooperative work and evaluations
2. Helps to individualize instruction
3. More ideas stemming from varied backgrounds.

B. What three things do you like least about it?

1. Personnel conflicts
2. Time pressures
3. Inefficient function of team.

21. What effect do you think your experience this summer will have on your skill in communicating with professional colleagues?

74 Improved greatly
34 Improved a little
4 No change
___ Somewhat worse
___ Much worse

COMMENTS: I can speak more knowledgeably about the type of teaching program inwhich I'm working.
This sort of training is imperative to one attempting to implement.
Now I can speak from experience rather than articles read.
As a new teacher I feel I couldn't have gotten better experience anywhere.
I can always relate this experience.

22. If possible, list 5 successful pupil learning activities which were encouraged this summer in the team organization, and which you would like to repeat during the regular school year.

Contracts
Small Groups
Large Groups
Multi-media
Paired learning

23. What one part of the summer's program did you find the most helpful:

Group planning
Team experience
Interaction with colleagues

24. For each of the following stated objectives of the Title III program, indicate how successfully you think it was attained:

(1) To assess the extent to which new staff organization patterns might be utilized for improved instruction.
75 Program was highly successful in this respect.
53 Program was somewhat successful in this respect.
2 Program was somewhat unsuccessful in this respect.
___ Program was very unsuccessful in this respect.

(2) To evaluate new ideas, techniques, methods, and materials which might be used to improve the quality of instruction.
102 Program was highly successful in this respect.
28 Program was somewhat successful in this respect.
2 Program was somewhat unsuccessful in this respect.
1 Program was very unsuccessful in this respect.

(3) To produce both professional and non-professional staff willing and better prepared to assume the new tasks and roles demanded in education today.
98 Program was highly successful in this respect.
27 Program was somewhat successful in this respect.
4 Program was somewhat unsuccessful in this respect.
___ Program was very unsuccessful in this respect.

25. As a result of your experience this summer, how do you intend to apply what you have learned in the clinical experiences to your personal contracted assignments? (For example, will you approach your principal or fellow staff members in an effort to establish some team organization?) Comment in detail.

The program is being put in our school in grade 6.
Yes, our entire faculty took the program - principal took the administrative workshop.
We'll do all we can - looks good for next year.
Our principal is aware of a need for change. Our school system has all self-contained classrooms.
Will continue developing a 1st grade team, use of aides, and learning center. Will try to get instructional secretaries.
I plan to begin a team program at one grade level this year and expand it next year.
I hope to encourage some of the T3 leaders to help in a workshop
I plan to initiate some leadership labs and training for staff and planning to continue my own growth through writing, research and planning. Hopefully I'd like to participate in this kind of program again.
I would like very much to discuss teaming with our principal; however, he is not open to suggestions from the staff and feels we are undermining authority if we suggest changes in policy.
Our school is putting this program in this fall and all our staff members have been in this workshop.
Small group discussion, paried learning, contracts, set up of a "learning center" in my classroom, approach principal and librarian on a large group learning center.
Use of behavioral objectives and new teaching techniques learned.
Team teaching and modular scheduling are two areas into which we are prepared to move in this fall.
Because of entering graduate school, my hope is to introduce this in seminar work and incalculate this in my practical experience.
My school is already involved with team teaching and I honestly feel confident that I will have a lot to offer next year. I hope to give 100% effort toward making learning something very realistic.
Try to incorporate more packaging - try to improve small group discussion questions.
I am particularily interested in using various sized groupings. The minipacs also are useful. I am not sold on teaming because it requires more clerical and para-professional help than the district is willing to hire. Most schools would not provide realistic planning time either.
Request that some time in the faculty meetings be spent for in-service training to acquaint the faculty with such things as the types of small groups, paired learning, contracts, etc.
I hope that I will be effective in getting team organization in our school within the next two years.
We're going into this and all that I know about this whole process was learned here.
I shall make available to others any materials I had made for myself, and I shall attempt to effect a team effort in applicable instances: Large Group presentations, small group presentations and discussions, and follow-ups.

26. Are there other comments you would like to make about the workshop? Please feel free to mention strengths or weaknesses.

The experience during the last six weeks has given me new insights into teaching and was more valuable than any workshop which I have attended!

Title III has been very exciting to me, but I haven't time in the alloted time to explain further.

The workshop will always stand out as one of my most invaluable experiences. The unit leaders I worked with are, I believe, outstanding in the field of education.

I wish I would have been exposed to more ideas or methods of classroom presentations and student activities.

Worthwhile - highly recommend it!

Keep up the good work!

I think as many educators as possible should be involved in this type of program.

It has been the most enriching professional experience in all my years of initial training and beyond.

Only weakness - I felt a good deal of pressure, time wise.

I have enjoyed this new and exciting Title III. I felt we got the children really involved. On the other hand, I think you had way <u>too</u> many things going on at once. Just as a suggestion: why didn't we package all materials on week 2 and then just have observing and teaching during the children's period of attendance.

I felt our enrollment was awfully large. Could a limit be be put on it? Packaging just seemed to get in the way - almost a waste of time.

We did not get a chance to see some of our team members teach - not all during the program. Could this be changed for next year?

Packaging could have been done the first week. It was frustrating to get the contracts ready in such a short time. Packaging could have been done in the afternoon to enable the packaging team to watch particularly good lessons presented by the teaching team.

I have heard parents comment to me personally how much their children liked Title III and would not miss it.

Certainly the strength of the program was being able to be creative and try new ideas.

This was by far the most successful Title III workshop! We gain every year. I attribute the success to a principal who is a top-notch administrator and to top-quality, experienced unit leaders. Also excellent aides and secretaries - a fine group of participants, all of whom I enjoyed knowing.

The whole operation was smooth.

The packaging under the direction of consultants was a good idea but ran into some snags. Another year this part of the program could be made even more valuable. Experience will iron out kinks.

This was my first exposure to Title III and had a great impact. I really believe I learned more during those seven weeks than in four years of college. Everything I have learned about teaming I have learned one way or another frolm Title III.

I hope this program continues because I think it will benefit education to the extent that we should produce better

(No. 26 - cont.)

students through improved methods of teaching.
I will never forget my learning experiences in Title III which prepared me to enter an exciting profession which is on its way to great progress! Thank you for the effort and experience.
I think it is probably very difficult to find people willing to participate in the program who are as efficient as our leaders were. This is the greatest strength of the program - people who are willing to pass on their knowledge and techniques with a great deal of insight into the personalities of others.
I felt Title III was a great opportunity and benefit to me both as a teacher and in my personal life. Dealing with so many people, learning cooperation and tact can't help but be a benefit in all areas of living. I only wish that every teacher would have the opportunity to participate in the program at some time. I feel it would be a crime and a great detriment to students and teachers if such a dynamic and creative program was stopped. I hope some way can be found so it can continue for next year and many years to come.
I am very grateful that I've been selected to participate in this program, as my last practice teaching was in the 1930's and as I was out of teaching practice for 20 years, I found that many changes have taken place, especially in the terminology. I value this experience above all summer sessions in the college courses that I've taken. This truly is a teacher re-education program, and as everything in this world of ours is changing, thus changes in education should come about. From my teaching experiences I've found children bored with our system, including my own youngsters.
I feel I can be a better teacher. I am no longer satisfied with things I did last year. This helped me more than any professional courses in college. I hope if Title III continues some new people can be used as unit leaders.
I wish we had had more opportunity to use the video-tape equipment, especially in micro-teaching.

27. Teachers are always seeking in-service experiences to make them more effective teachers. Therefore, would you compare the effectiveness of this summer laboratory with the most recent graduate or under-graduate course you have taken.

118 The laboratory is <u>much more</u> effective than regular courses.
9 The laboratory is as good as regular course.
6 The laboratory is not as effective as most regular courses.

<u>COMMENTS</u>: This program should continue at any cost.
Give credit! Since the program is structured as a teacher workshop, I feel the credit approach is excellent.
Actual experience makes this workshop more valuable.
Excellent - compares with no other educational exepriences I have had. I suggest college education courses be run this way.
Chance to practice what was learned.
I worked harder than during any given seven-week period in my last four years in college, and learned a lot more!

28. *Title III support of this program will terminate this year, therefore do you think teachers or school boards would support it by one or more of the following:*

104 *Teachers or Boards of Education would be willing to pay the expenses, if credit could be given to participants.*

30 *The program could be supported by participants or Boards of Education paying all expenses without credit.*

13 *The program should not be continued if subsidy (from foundation of Title Program) cannot be secured to pay participants for attending.*

COMMENTS: This is too valuable to let go down the drain. This is the one training experience that was challenging, useful, professional, meaningful, and worthwhile. I really feel that I've learned more here than I did in college. I'm revitalized as far as my career in teaching.

This program must not dissolve. We have far too much work ahead of us in terms of change. We have only scratched the surface.

It would seem to me that recognizing the value and rather wide spread fame of the program, it would be close to a "must" to make provision for its continuance. Participants certainly work hard and it would seem to me have well earned credit.

Why not both subsidy and credit? This either/or is a bunch of educational tradition. What man in industry re-trains and is not paid for it?

Since I paid to attend this session, I can speak from that end of the rope. I feel the program is worth the amount I paid to attend, but I can also see the importance of obtaining credits for same.

You have proof that the value of this workshop surpasses the effort involved in attending. Many people are here - Particularly those participating at a financial loss, and this should indicate the tremendous value of the workshop.

Because of requirements in different school systems, some teachers are reluctant to spend a summer taking a course that will not count on the salary scale.

I surely hope that a way will be found to continue the basic program. It just has to be one of the better ways to help teachers change into more effective teachers.

If the idea of earning credits is introduced as one of the goals of the workshop, the motivations of some teachers might reduce the effectiveness of the program. If a teacher cares enough to pay his own way or is selected by a school boards, his contribution should be a valuable one.

I definitely think you should do all in your power to continue this. It would be a crime to see this stop now. Education badly needs programs like these.

UNPREDICTED OUTCOME

ANTICIPATED OUTCOMES EXCEEDED. The widespread, intensive interest in the thrust of this project were certainly not anticipated at the outset of the program. When this project began four years ago, such things as "staff differentiation" and "individualising instruction" were concepts which were being propagated by some of the leaders in the profession; however, not generally understood nor practiced by persons working in the field. During the course of these four years these concepts have become common concerns of all persons working in the field and therefore the objectives of this project have coincided effectively with prominent concerns in education today.

The widespread interest in individualising instruction and in better staff utilization has made it possible for this program to provide a laboratory for experimentation, which was of great interest to a multitude of schools and school districts. This intense interest resulted in providing a laboratory accommodating about 240 participants rather than the 170 budgeted for in the Title III proposal. This extra participation was a result of individuals, schools, or school systems being willing to pay for the cost of participation of those extra individuals. (See Appendix, pages 25-55).

The demand for workshops, seminars, and speaking engagements in schools and school systems in Wisconsin and throughout the nation far exceeded anything we had anticipated at the outset. This again can be attributed to the timeliness of the thrusts of the Racine Title III project, and the successes our laboratory had in development methods and techniques which were considered to be successful by other people working toward these same objectives. The extensiveness of this phase of Title III will be discussed under DISSEMINATION.

FAIL TO ACHIEVE ANTICIPATED OUTCOME. One of the major thrusts for the last laboratory was to help participants become competent in the packaging of curriculum for individualization.

It is assumed that the laboratory was successful in identifying the different kinds of packages and the process that might be used by individuals or teams of teachers in the development of unipacs, contracts, minipacs, capsules, etc. Our failure, however, related to producing only a limited number of packages which participants felt were useful in returning to their school assignments.

The packages which were produced probably focused in on and related too specifically to the Racine curriculum. This seemed rather logical in that the laboratory worked with Racine students and used all Racine resources. However, since

two-thirds of our participants were from schools and school systems outside of the Racine Unified School District, many of these people thought our packaging experiences could have been organized in such a way that each participant could have been involved in preparing curriculum which would be useful in his local school setting. The evaluation instrument used at the close of the laboratory, as shown on previous pages of this document, would imply this general feeling on the part of persons outside of Racine Unified School District.

IMPACT OF TITLE III

IMPORTANT CHANGES AT ELEMENTARY LEVEL. The Title III program has produced a "ratio" method of providing staff in the Racine Unified School District. The teacher-pupil ratio is set each year by the Board of Education and a principal and his staff identify the number of students to be served in their school; divide this by the ratio figure, and through this method determine the number of professional staff members, or equivalent, to be allocated to a school building.

Forms used by the Racine Unified District and the operational policies for this plan are to be found in the Appendix, Pages 1-4. This ratio technique has motivated school staffs to truly consider staff differentiation involving the use of team leaders, teachers, interns, practice teachers, junior teachers, instructional aides, instructional secretaries, etc.

Staffing designs for five elementary schools in the Racine Unified District, all with student populations of approximately 700, is included in the Appendix, Pages 5-6. These pages show how different schools under the leadership of different principals, and with the help of their staffs, have elected to organize and staff their school buildings.

Well over half of the elementary school population in Racine is served by schools organized on the "multiunit" concept. There are many isolated schools, and in some cases clusters of two or three schools within a school system, which have adopted the multiunit pattern; however, to my knowledge I know of no other school system where over 10,000 students are receiving their learning experience within the framework of this school organizational pattern. Furthermore, nearly every other elementary school within the Unified School District employs one or more teams which might be considered an intermediate stage between a self-contained classroom school and the Multiunit school.

IMPACT ON JUNIOR HIGH SCHOOL. Some of the most efficient and effective examples of team teaching in junior high schools throughout the United States can be found in the Racine System. Such teams are in operation in all of the junior high schools. In some schools there are only two or three teams in contrast to the Gifford Jr. High School where there

is a total commitment to teaming as it would relate to the flexible modular scheduling program introduced there last fall.

The Racine community voted down a bond referendum which would have provided facilities making it possible for all the junior high schools to enter into the organizational pattern implied by "flexible modular scheduling." It seems to be the consensus of all junior high school principals that if the facilities had been built, most of our schools would now be operating within the framework of this school organizational pattern.

IMPACT ON SENIOR HIGH SCHOOL. The William Horlick High School with 2400 students introduced flexible modular scheduling at that building last fall. This introduction was the result of Title III influence and the culmination of two years of planning and preparation prior to the fall of 1969. Horlick High School is a difficult school in which to introduce this kind of flexibility in that it is large and serves a sizeable element of inner-city students. In spite of these handicaps, however, it seems that this program has become well received both by students and parents.

In addition to this "all school" commitment at Horlick High School, we have many teams in operation at the Case and Park High Schools.

SPECIAL STAFF DIFFERENTIATION DESIGN. As a result of Title III influence, and particularly a Title III workshop session, the Gifford Jr. High School staff was motivated to set up what has become more or less a unique staff utilization design in the Racine system. The steps taken by this staff to solicit the cooperation of institutions of high learning and other persons involved are identified in the Apprendix, Pages 7-8.

Packaging Curriculum. Under the leadership of our Central Office consultants, and with the cooperation of many teachers, teams and departments within our schools, there has been great effort to "package curriculum" for individualizing. Our experiences in the Title III laboratory, which focused on providing appropriate learning experiences for each learner, forced us to formating our curriculum in such a way that a student could pursue learning experiences on his own.

Teachers in Racine have been developing contracts, unipacs, minipacs, capsules, etc., as they find a specific design most useable in their area. In spite of limited time, many excellent packages have been developed in nearly all areas of the curriculum.

The most extensive application of this concept can be found in homemaking. In this area, under the leadership of the Central Office consultant, the total junior and senior high school curriculum has been packaged in the "capsule" format.

COOPERATIVE EFFORT

All parochial, private, and public schools in Southeastern Wisconsin have been actively involved in many facets of this program during the course of the last four years. Specifically, some of the educational agencies involved are: (1) all public schools within CESA 18, (2) all Catholic schools operated by the Dominican Sister, (3) all Lutheran elementary and secondary schools, (4) the Prairie School, which is a private non-sectarian operation.

Prior to the Title III program there was practically no dialogue between the leadership of the private schools, other public schools in Southeastern Wisconsin, and the Racine Unified School District. As a result of this program, there has been intensive interaction and interchange as it would relate to ideas and experiences. In addition to this cross fertilization of ideas, these groups have collectively been privileged to engage the outside consultant service of some outstanding educators in this country. This overriding program, encompassing all schools, school districts, and students in this large geographical area, has been an outstanding strength of Title III.

The broad participation and interest in the Racine Title III program is documented by the enrollment we have had in our winter workshops. During the winter and spring of 1970, we held our fourth workshop. If previous workshops served the needs of participants, it could be assumed that they would return, and if they did not, they would not return. It is gratifying to report that the enrollment for this last 15-hour workshop was larger this year than ever, and of the 539 enrolled, 183 were from Racine Unified, 100 of them came from public schools in CESA 18, 111 came from parochial schools, 10 of them from the Prairie School, 96 from the Kenosha School District, and 39 of them from school districts outside of Southeastern Wisconsin, some of them as far as Stevens Point on occasion.

There are many specific examples of impact this program has had on school districts in this particular area; some communications which give testimonials to this fact are included in the Appendix, Pages 9-11 One specific example of the spin-off effect is that two Sisters from Milwaukee became a part of our workshop two years ago, then they were instrumental in getting all members of the St. Elizabeth School staff in Milwaukee to participate in the summer laboratory last summer. This in turn led to their introduction of the Multiunit concept.

Another specific example is the repeated involvement of many staff members from Elkhorn, Wisconsin, in the Title III laboratories and workshops resulting in the extensive re-organization of their schools and the establishment of many learning centers and resource centers in both their elementary and secondary programs.

Another example of impact as it would relate to visitation is that staff members from Victory School in Milwaukee visited the Racine program, observed our schools in operation, which led to inviting one of the Title III staff members to make a presentation to their staff. This in turn has led to the introduction of the Multiunit concept in the Victory School in Milwaukee this fall.

The extensive involvement on the part of Kenosha staff members has led to many changes and innovations in their school system. This is highlighted by efforts to introduce team teaching in some of the elementary schools, and to a total commitment on the part of the Bose Elementary School, to the multiunit concept this fall.

Needless to say, there are dozens of examples of spin-off such as this which could be identified but space in this report will not permit such detail.

DISSEMINATION

Dissemination activities of the Racine Title III program has surpassed any expectations we may have had at the outset of this grant. Specific examples of dissemination "spin-off" are as follows:

Minneapolis, Minn.

Summer, 1969 -	Three administrators from the Minneapolis Public Schools attended the summer laboratory.
Fall, 1969 -	One elementary school experimented with team teaching on a semi-multiunit basis.
-	One of the junior high schools organized several teams and attempted to add some flexibility to the school organization.
Summer, 1970 -	The Minneapolis School System will sponsor a summer laboratory patterned after the one in RAcine, Wisconsin.

Roseville, Minnesota

Winter, 1968 -	Director of Title III spoke to the Richfield School staff.
Fall, 1968 -	One member of that staff transferred to the Roseville, Minnesota schools.
Fall, 1969 -	Member who transferred into the Roseville schools was instrumental in getting director of Title III to conduct a workshop during pre-school in-service training.
Winter, 1970 -	Two of the schools attempted modifications of the multiunit concept.
Summer, 1970 -	The Roseville School District is sponsoring a summer laboratory similar to the one conducted in Racine.
Fall, 1970 -	Director of Instruction and several principals plan to introduce the multiunit approach to instruction.

Charles City, Iowa

Winter, 1968 - *Carload of Charles City staff visited Racine.*

Spring, 1968 - *Another carload of visitors from Charles City, Iowa.*

Fall, 1968 - *Several communications were sent between the Title III office and members of the Charles City staff.*

Summer, 1969 - *Several staff members and administrators from Charles City attended the summer laboratory.*

Fall, 1969 - *Two schools introduced modification of the multiunit concept.*

Summer, 1970 - *The Charles City School System will sponsor a summer laboratory similar to the one conducted in Racine.*

Fall, 1970 - *Several elementary schools hope to operate within the multiunit concept.*

Chicago Area

Winter, 1969 - *Title III staff members spoke to administrators group representing Chicago suburbs school systems.*

Spring, 1970 - *Many groups from schools represented at Glen Ellyn Conference visited the Racine schools.*

Spring, 1970 - *Title III staff invited again to individual schools to discuss flexibility in depth.*

Summer, 1970 - *Services of Title III staff members to conduct workshops at several of these schools.*

Detroit, Michigan

Summer, 1967 - *Sister Emeline, Supervisor of Schools operated by Dominican Sisters, served as staff member in the Title III laboratory.*

Winter, 1967 - *Several parochial schools in the Racine-Milwaukee area attempted modifications of team teaching and the multiunit concept.*

Summer, 1968 - *Sister Emeline was instrumental in having Title III conduct an all-day workshop for principals in the Pittsburg area.*

Summer, 1968 - *Sister Emeline repeated as a staff member in the Title III laboratory.*

Spring, 1969 - *Title III staff invited to speak to principals of parochial schools in the Kaukauna, Wisconsin area.*

Summer, 1969 - *Title III staff invited to speak to parochial school principals in Evansville, Indiana area.*

Fall, 1969 - *Title III staff invited to run an all-day workshop for all parochial school principals in the Detroit area.*

Winter-Spring 1970 - *Title III staff invited back repeatedly to run all-day workshops set up by parochial school supervisors responsible for districts involving 10-30 parochial schools.*

Summer, 1970 - Several more requests for workshops and conferences in parochial schools in this area.

Tulsa, Oklahoma

Fall, 1966 - Principal from Eagle Grove, Iowa heard Director speak in Fargo, North Dakota.

Summer, 1967 - Principal from Eagle Grove, Iowa brought group of staff members from Eagle Grove to all-day conference conducted by Title III staff members in Duluth, Minn.

Fall, 1968 - Eagle Grove staff introduced the Middle School entirely based on team teaching.

Fall, 1969 - This same principal was employed as assistant superintendent in charge of instruction in Tulsa, Oklahoma schools.

Fall, 1969 - Title III staff was invited to run an all-day workshop for all 150 principals in Tulsa, Oklahoma.

Winter, 1970 - Title III staff invited to Tulsa, Oklahoma to run an all-day workshop for staffs of three schools selcted to become experimental schools in Tulsa.

Spring, 1970 - Title III staff invited to run an all-day workshop for the University of Oklahoma Field Division in Lawton, Oklahoma.

Iowa

Fall, 1967 - Staff at Mason City, Iowa learned about innovation going on in RAcine and visited the Racine School System in that fall.

Spring, 1967 - Title III staff invited to Mason City, Iowa to conduct a 1/2 day workshop.

Summer, 1967 - Staff member from Racine was invited to plan and operate a laboratory similar to the one being operated in Racine.

School year 1968-69 - Many school systems in the State of Iowa sent groups to visit the Mason City operation.

Spring, 1969 - Title III staff invited to run two hours of workshop at the State Convention for Superintendents at Okoboji, Iowa - lead given by a member of the Mason City staff.

Summer, 1969 - Several staff members and administrators from Mason City, Iowa attended the Racine Title III workshop.

Fall, 1969 - - Three schools attempted to introduce the multiunit concept.

Fall, 1969 - Title III staff invited to make presentation at a general session of the State Convention of Iowa School Board members and Superintendents - lead given by Mason City staff.

Winter-Spring-1970 - Title III staff invited to conduct all-day workshops with some 20 school systems in the State of Iowa - result of presentations at State Conventions.

Mason City, Iowa

July, 1967 - representative from Mason City heard the Director speak at Duluth, Minn.

Fall, 1967 - A carload of Mason City teachers visited Racine.

Spring, 1968- Title III staff was invited to conduct a five-hour workshop at Mason City.

Summer, 1968- Title III Director arranged for resource person to help them conduct a summer laboratory similar to the one in Racine.

Fall, 1968 - The "Multiunit" concept and other innovations were introduced in at least two Mason City elementary schools.

Fall, 1969 - Communities such as Latimer, Lake Mills, Sheldon, Iowa, etc., have implemented programs resulting from visits to Mason City and interactions with Mason City.

Many other examples of dissemination spin-offs could be identified; however, space does not permit such detail in this report.

A chart listing speaking engagements can be found on the next few pages. This chart identifies in more detail the extensiveness of the dissemination process as it mushroomed in the Racine Title III project.

In addition to this chart and listing of speaking engagements, samples of letters received from schools and school systems indicating the impact our program has had on other schools and school systems in other parts of the country is included in the Appendix, Pages 12-20 and 25-55.

VISITATION PROGRAM. The wide-spread interest in the Racine Title III efforts can be substantiated by the very intense program of visitation conducted throughout the year. Visitors have come from all parts of the country, and have made efforts such as traveling hundreds and even thousands of miles, and have been involved in expenses of lodging, meals, etc. Their efforts would indicate that they are definitely coming to see what they consider to be an exemplary program in effort to gain as much insight and knowledge regarding potential information for their district as possible through a visitation.

These visitations offer the opportunity for thse districts to observe and assess innovation practices in several of our Racine schools. Visitations usually follow an introduction to the concept by a speaking engagement or a workshop. Then, following a visitation, there is usually an effort for either in-depth workshop or consideration of implementing some of the changes observed.

Extensiveness of these visits is shown on the charts which follow, and sample "Rsponse Forms" to visitation can be found in Appendix, Pages 21-22.

SERVICES RENDERED BY RACINE TITLE III PROJECT

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop in Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)
ARIZONA				
Phoenix	1			1
CALIFORNIA				
San Diego				1
COLORADO				
Denver				1
INDIANA				
Evansville				1 (2 days)
Gary	2			1
Hammond	1			
IOWA				
Ankeny	2			
Arlington	1			
Cedar Falls	4			1
Charles City	2	1		1
Davenport	1			
Decorah	1			1
Des Moines	2			1
Dubuque	2	2	1	1
Estherville				1
Iowa City	1			
Lake Mills				1
LeMars				1
Maquoketa				1
Mason City	3	1		2
Newton				1
Onawa				1
Postville	1			
Sheldon	1			1
Sibley				1
Spirit Lake				2
Tama				1
West Union	1	2		1
ILLINOIS				
Addison	1			
Chicago	6			
Clarendon Hills	1			
DeKalb				1
Downers Grove	2			2
Edwardsville	1			

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop In Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)
(Illinois - Cont.)				
Elgin	1			1
Evanston	1			
Freeport	2			1
Glen Ellyn	4			
Highwood				2
Jackson				1
LaGrange	1			
Lake Forest	1			
Lake Zurich	3			
Libertyville	5			1
Maywood	2			
Mundelein	3			
Oak Park	1			
Palatine	1			
Park Ridge	4			
Peoria				1
Posen	1			
Prairie View	1			
River Forest	1			
Rockford	6			1
Waukegan	2			
Zion	2			
LOUISIANA				
Baton Rouge	1			
MARYLAND				
Garret County				1 (2 days)
MICHIGAN				
Birmingham				1
Detroit	1	1		3
Lansing	1			
Monroe				2
Wyondotte				1
MINNESOTA				
Audubon				1
Chaska				1
Circle Pines				1
Duluth				1
Granite Falls	1			
Hopkins	1	1		
Minneapolis	4	1		5
Moorhead				1
Owatona				1
Richfield		1		
Rosemount	1			1

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop In Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)
(Minnesota - Cont.)				
Silver Bay	1			
Staples	1	1		1 (2 days)
St. Paul	3	1		2
Willmar				1
Winona	1			
NEBRASKA				
Omaha				1
NEW YORK				
New York	1			
NEVADA				
Las Vegas				1
NORTH DAKOTA				
Fargo		1		2
Grand Forks Air Base	2			
OHIO				
Cincinnati	1			1
Newark	1			
Oregon	1			
Stuebenville				1
Toledo	5			
OKLAHOMA				
Lawton				1
Tulsa				2
PENNSYLVANIA				
Danville	2	1		2
Pittsburg				1
SOUTH DAKOTA				
Brandon				1
Brookings	1			2
Harrisburg				1
Mitchell				1
Rapid City				2
Redfield				1
Sioux Falls				2
Vermillion				1
Watertown				1 (2 days)
TEXAS				
Houston				1

	Visitied Racine Schools	Participated in Summer Laboratory	In-Service Workshop in Racine	Title III Staff Spoke (Workshops, Seminars, Speeches)
WISCONSIN				
Adams	1			
Antigo	1			
Bassett			2	
Baraboo	1	1		2
Beloit	2			
Brookfield	5			2
Brooklyn	1			
Brown Deer	2			2
Burlington		1	2	1
Cedarburg		1	1	1
Chilton	1			
Clintonville	1			1
Columbus		1		1
Cudahy	1	1	2	
Darien	1		1	
Delavan	1	1	2	3
Dousman	2			1
East Troy	1	1		1
Elkhorn	1	1	1	2
Elroy	1			
Fond du Lac	3			
Vox Lake	1			
Fox Point	1			
Franklin	2	1	1	1
Franksville		1	1	1
Galesville	1			
Genoa City			2	
Green Bay	4	1		
Greendale	5	1	2	2
Hales Corner	2			1
Hartford		1	1	1
Jackson	1			
Janesville	3	1	1	
Jefferson				1
Kakauna				1
Kenosha	27	2	2	1
Keshena	1	1		1
Kimberly	1			
Lake Geneva		1	1	2
La Crosse	1			2
Lannon	1			
Loyal	1			
Lena				1
Luxemburg				1
Madison	7	1		5
McFarland	1			
Menasha	1			
Menomonee Falls	1		1	1
Milwaukee	32	1		11

(Wisconsin-Cont.)	Visited Racine Schools	Participated in Summer Laboratory	In-Service Workshop in Racine	Title III Staff Spoke (Workshops, Seminars, Speeches)
Mineral Point				1
Monroe		1		
Neenah	1			1
New Berlin	1	1		
Oconomowoc	2			1
Oconto Falls	1			
Oshkosh	3	1		3
Pardeeville	2			1
Platteville	1			
Plymouth	1			
Portage				1
Pewaukee	3			1
Port Washington	1			1
Poynette	1			
Racine	16	4	4	14
Randolph	1			
Reedsburg	1			
Sauk City	1	1		
Schofield	1			
Seymour	1	1		
Shawano	3	1		
Sharon			1	
Shorewood	4		1	1
Sheboygan	1			1
Somers			1	
South Milwaukee	3		2	2
Stevens Point	2			1
Sturtevant		2	2	
Sussex	1			1
Tomah	1			
Twin Lakes	1	1	1	1
Union Grove		1	2	2
Waupun	1			
Walworth	1		1	1
Whitewater	5	1		2
Wausau	1	1		
Wauwatosa	7	1	1	1
Waukesha	2			
West Bend	4			
Whitefish Bay	3	1	1	
Wilmot	2			
Waterford		1	2	1
Wonewoc	1			
Yorkville	1			
JAPAN				
Japanese Educators from various parts of Japan	1			
NEW ZEALAND				
Auckland	1			

	Visited Racine Schools	Participated in Summer Laboratory	In-Service Workshop in Racine	Title III Staff Spoke (Workshops, Seminars, Speeches)
ENGLAND				
London	1			
SWEDEN				
From various parts of Sweden	1			
OTHER AREAS				
From:				
Australia	1			
India	1			
Thailand	1			
Taiwan	1			
Canada	2			
So. America	1			

SPEAKING ENGAGEMENTS, WORKSHOPS AND CONFERENCES
HANDLED BY
TITLE III STAFF DURING RECENT MONTHS

Racine, Wisconsin

JANUARY 1969

- Neenah, Wis. - all staff (1/2 day)
- South Milwaukee, Wis. - Elem., Admin, and Central Office Staff (1/2 day)
- Elkhorn, Wis. - all staff (all day)
- Mitchell Jr. High (Racine) - all staff (Speaker)
- Oshkosh, Wis. - all staff Institute Day (all day)
- Columbus, Wis. - all staff (1/2 day)
- Highwood-Highland Park, Ill. - all staff (all day)
- Horlick High School (Racine) - all staff (3 hours)

FEBRUARY

- Brown Deer, Wis. - all staff Workshop (all day)
- Lake Shore Curriculum Council, University of Wis.-Milwaukee (Speaker
- Junior League - Racine (Speaker)
- Jerstad Jr. High - (Racine) - all staff (3 hours)
- Kakauna, Wis. - all staff (1/2 day)
- Iowa State University - Iowa State Ed. Assn. Conf. at Ames (3 hrs.)
- Kiwanis Club - (Racine) (Speaker)
- Women's Club - (Racine) (Speaker)
- Knapp School P.T.A. (Racine) (Speaker)
- Hood's Creek School P.T.A. (Racine) (Speaker)

MARCH

- Hales Corners, Wis. - all staff (3 hours)
- Staples, Minn. - all staff (2 days)
- Brown Deer, Wis. - Workshop (3 hours)
- Hartford, Wis. - all staff (4 hours)

APRIL

- North St. Paul, Minn. - Maplewood Schools - all staff (all day)
- St. John's Lutheran School parents (Racine) (Speaker)
- Mineral Point, Wis. - all staff (1/2 day)
- Crestview School P.T.A. (Racine) (Speaker)
- Huron, So. Dak. - Dept. of Education staff members from colleges and universities in So. Dak. (two-day workshop)
- Hartford, Wis. - all staff (Speaker)

MAY

- Cedarburg, Wis. - PTA (Speaker)
- Baraboo, Wis. - all staff (Speaker)
- St. Elizabeth School, Milwaukee - Key administrators and staff (Speaker)

JUNE

- Spirit Lake, Iowa - State Superintendents of Iowa Conf.
- Shorewood Schools, Milwaukee - Staff workshops (two 1/2 day sessions)
- Optimist Club (Racine) (Speaker)

JULY

- Pittsburg, Pa. - 150 parochial school administrators (all day)
- Kiwanis Club - (Racine) (Speaker)
- La Crosse, Wis. - University of Wis. workshop (1/2 day)
- Kenosha, Wis. - Principals and Bd. of Education (Speaker)

AUGUST

- Vermillion, So. Dak. - all staff (all day)
- Watertown, So. Dak. - conference for 200 university personnel in teacher education (2 days)
- Madison, So. Dak. - all staff (all day)
- West Union, Iowa - all staff (1 day)
- Evansville, Indiana - 120 parochial school administrators (2 days)
- Decorah, Iowa - all staff (1/2 day)
- St. Paul, Minn. - all staff in Roseville schools (1/2 day)

SEPTEMBER

- LeMars, Iowa - all staff (all day)
- Sheldon, Iowa - all staff (all day)
- Franklin, Wis. - Wisconsin elementary principals and PTA
- Delavan, Wis. - all staff workshop (two 2-hour sessions)
- Whitewater University - students and staff in teacher education
- Franksville, Wis. School P.T.A. (Speaker) (Speaker
- Wisconsin Council for United Action

OCTOBER

- Charles City, Iowa - all staff (2 days)
- Garrett County, Maryland - 162 involved in Charrette (3 days)
- Stevens Point, Wis. - administrators and key staff (1 day)
- Sioux Falls, So. Dak. (So. Dak. State Teachers Convention (Speaker)
- Greendale, Wis. - all elementary staff (1/2 day)
- Harrisburg, So. Dak. - all staff (1 day)
- Brandon, So. Dak. - all staff (1 day)
- Delavan, Wis. - all staff workshop (three 2-hour sessions)
- St. Pius School, Milwaukee (Speaker for parent group)
- Brookings, So. Dak. - all staff (1 day)
- Lake Geneva, Wis. - all staff in Big Foot District (1 day)
- Minneapolis, Minn. - consultant to key administrative staff and teachers (1 day)

NOVEMBER

- Jefferson, Wis. - all staff (Speaker
- Sibley, Iowa - all staff (1 day)
- Convention for Iowa School Boards and Superintendents - Des Moines
- Racine, Wis. CESA 18 Agency (Speaker)
- Tulsa, Oklahoma - all administrators (1 day)
- Libertyville, Ill. - all staff (Speaker)
- Delavan, Wis. - all staff workshop (Two 2-hr. sessions)

DECEMBER

- Detroit, Michigan - administrators of parochial schools (1 day)
- Racine Board of Education Office (Citizen Group Meeting) speaker

- - - - - -

JANUARY, 1970

- Twin Lakes, Wisconsin - all day (Speaker)
- Estherville, Iowa - all staff (1 day)
- Spirit Lake, Iowa - all staff (1 day)
- Tama, Iowa - all staff (1 day)
- Wisconsin School Boards and Superintendents Conv. (Speaker)
- Tulsa, Okla. - Key Staff (1 day)
- Rapid City, South Dakota - (regional Conference) (Speaker)
- Cedar Rapids, Iowa (1 day)

FEBRUARY

- Union Grove, Wisconsin - all staff (1 day)
- Whitewater University - (Teacher Ed.) students & Staff (2 hours)
- Twin Lakes, Wis. (evening)
- Chaska, Minn. - all staff (1 day)
- Rosemount, Minn. - all staff (1 day)
- Greendale, Wis. - all secondary staff (1/2 day)
- Lake Geneva, Wis. - all staff (1/3 day)
- Walker Pt. Middle School - Milwaukee (Consultant - 1/2 day)
- Waterford, Wis. - all staff (1/2 day)
- Downers Grove, Ill. (all staff 1/2 day)
- Institute Day (Racine) - (Speaker)
- Birmingham, Michigan (1 day)
- Moorhead, Minn. Seminar (1 day)
- Mason City, Iowa (1 day)
- Minneapolis, Minn. - Seminar (all day)
- Randall Consolidated School District - (Speaker)

MARCH

- Yorkton, Saskatchewan, Canada - Regional Convention (Speaker)
- Canora, Saskatchewan, Canada - " " "
- Caddy Vista School P.T.A. (Racine) - (Speaker)
- Monroe, Michigan - workshop (1 day)
- East Troy, Wisconsin (Speaker)
- Port Washington, Wisconsin PTA - (Speaker)
- Willmar, Minnesota (1 day)
- Denver, Colorado - Seminar (1 day)
- Omaha, Nebraska - Seminar (1 day)
- Lawton, Oklahoma (1 day)

APRIL

- State P.T.A. Convention - Milwaukee (Speaker)
- Lake Mills, Iowa (1 day)
- Fargo, North Dakota - workshop (2 days)
- Marquoketa, Iowa (1 day)
- Circle Pines, Minn. Seminar (1 day)
- Detroit, Michigan (1 day)
- Newton, Iowa (1 day)
- Phoenix, Arizona - Seminar (1 day)
- Las Vegas, Nebraska - Seminar (1 day)

MAY

- Redfield, South Dakota (S.D.Elem. Prin. Assoc, Conv) (Speaker & Workshop)
- Walker Point Middle School, Milwaukee (Consultant)
- Detroit, Michigan (1 day)
- Wyondotte, Michigan (1 day)
- Monroe, Michigan (1 day)
- Milwaukee, Wisconsin (Speaker)

JUNE

- Mitchell, South Dakota - (1 day)
- Fargo, North Dakota - (1 day)
- Stuebenville, Ohio - (1 day)
- Madison, Wisconsin - (1 day)

AUGUST

- Luxemburg, Wisconsin - workshop (1 day)
- Onawa, Iowa - workshop (1 day)
- Owatona, Minnesota - workshop (1 day)
- Stillwater, Minn. - workshop (1 day)
- Detroit, Michigan - workshop (1 day)

SEPTEMBER

- Audubon, Iowa (Tri-County Institute) - Speaker
- Catholic Teachers Convention - Milwaukee, Wis. (Speaker)

OCTOBER

- Elgin, Illinois - (speak at convention of 900 teachers)

SPEAKING ENGAGEMENTS OF DIRECTOR AT STATE, REGIONAL AND NATIONAL CONVENTIONS

- National Association of Elem. School Principals, Houston Texas
- Minnesota Education Association - Mpls. (Sectional Speaker) 1968
- Minnesota Education Association - Mpls. (Dinner Speaker) 1970
- Iowa Association of School Boards - Des Moins, Iowa
- South Dakota Education Association - Sioux Falls, South Dakota
- Wisconsin Assoc. of Jr. High School Principals - Racine
- Wisconsin Assoc. of Elem. Principals - La Crosse, Wis.
- Wisconsin Assoc. of Secondary Principals - Madison, Wisconsin
- Wisconsin Assoc. of School Boards - Milwaukee
- Wisconsin P.T.A. Association - Milwaukee
- Wisconsin Assoc. of Classroom Teachers - Milwaukee
- South Dakota Assoc. of Elem. Principals - Mitchell, S.D.
- Midwest Regional Conf. of Jr. High Principals - La Crosse, Wis.
- Regional Conventions in Saskatchewan, Canada (2 days)
- National Education Assoc. Regional Conference - Minneapolis
- Catholic Teachers Convention, Milwaukee
- South Dakota Regional Convention for Teachers - Rapid City
- National Meeting of Title III Directors - San Diego, Calif.
- Convention of Lutheran Schools in Chicago area - Elgin, Ill.

DISSEMINATION ACTIVITY. A final criteria which might be used in declaring the success of this particular program would be related to the extensiveness with which speaking engagements and workshops are requested. Dissemination for this program started from nothing more than an idea and a service well rendered. The program did not start with involvement of the university or the identify of a national figure, but rather school districts, conferences, and conventions were interested enough in things going on in Racine and the way these things were presented to produce extensive demands for such services.

PHASING OUT OF FEDERAL FUNDING

Many ideas and concepts dealt with in the Racine Title III program have been further developed and will be propagated by the joint efforts of the State Department of Public Instruction, University of Wisconsin Research and Development Center, and the Kettering Foundation, better known as I/D/E/A. Through this collective effort most of the materials and human resources will be provided to help schools within Racine and throughout Wisconsin implement this multiunit concept.

It should also be noted at this point that many schools and school systems throughout the country will be running laboratories which have been patterned after the Racine Title III laboratory. Examples of these could be found this summer in St. Paul, Minneapolis, Roseville, in Minnesota; Fargo, North Dakota; Watertown, South Dakota; Charles City, Mason City, and Des Moines in Iowa; Stuebenville, Ohio; Madison, Wisconsin; Detroit, Michigan; etc.

The need for workshops, seminars and laboratories became so evident to the Title III staff members that it has led to participation in a consultant firm which will offer these kinds of services to schools and school systems throughout the United States on a business basis. Brochures identifying programs being sponsored by Educational Consulting Associates, Inc., which are patterned after the Racine Title III program, can be found in the Appendix, Pages 56-57.

It is somewhat regretable that it is impossible to conduct the same kind of laboratory in Racine which was conducted under the sponsorship of Title III during the last four summers; however, the Racine School System finds itself in a very difficult budgetary problem at the moment, and the Administration does not believe that it would be wise, at a time of dire need for classrooms, to increase the budget to carry such a laboratory. It is quite likely that the laboratory has had its "saturation impact" on the Racine School System and staff, and that any continuing effort of similar services might well be located in other geographical locations throughout the country. Furthermore, the Board of Education was somewhat reluctant to consider this kind of funding because the program was serving many more participants outside of this school system than in the school district.

Many people trained and involved in the Racine Title III laboratory will be key staff members in some of the other laboratories scheduled throughout the country; therefore still another spin-off impact of this program can be identified.

It should be said in conclusion that the Federal funds channeled into this Title III project have produced exciting and stimulating opportunities for literally hundreds and, considering the spin-off, thousands of staff members during the course of these four years. It should also be said that some 4,000 students have benefitted from the enrichment activities provided during the time of the laboratories. Consequently, it becomes very difficult to assess the thrust for improvement of public and private education created by these funds. Time only will tell whether or not the innovations and practices introduced to schools and school systems through this program will upgrade measurably the quality of education provided for individual students in those school settings.

Though this conclusion will have to wait for much more conclusive data, it can be said that staff members in schools and school systems have been motivated to carefully look at themselves, assess the eudcational practices going on in those settings, and then have attempted to introduce new practices as a result of being influenced by the Racine Title III Program.

EXPENDITURE REPORT
Title III, E.S.E.A.
☐ Estimated Expenditure Report
☐ Final Expenditure Report

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CENTER FOR RESEARCH AND PROGRAM DEVELOPMENT
126 Langdon Street
Madison, Wisconsin 53702

PI-AD-43 (1)

NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	BUDGET PERIOD (Month, day, year)
Unified School District No. 1 2230 Northwestern Ave. - Racine, Wis.	59-69-0106-2	Beginning: June 1, 1969 Ending: May 31, 1970

PART I - EXPENDITURES

	Functional Classification	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total Expenditu
			Professional	Non-Professional						
	1	2	3	4	5	6	7	8	9	10
1	Administration	100	$ 21,355.35	$ 14,181.59	$	$ 722.36	$ 998.61		$	$ 37,257.91
2	Instruction	200	125,194.46	13,722.56	1,540.00	3,146.69	2,622.27			146,225.98
3	Attendance Services	300								
4	Health Services	400								
5	Pupil Transportation Services	500			2,997.02					2,997.02
6	Operation of Plant	600		8,002.00					600.75	8,602.75
7	Maintenance of Plant	700			100.58					100.58
8	Fixed Charges	800							3,060.27	3,060.27
9	Food Services	900				321.98				321.98
10	Student-body Activities	1000								
11	Community Services	1100								
12	Remodeling (if less than $2000)	1220c								
13	Capital Outlay (equipment only)	1230								479.60
14	TOTAL									199,046.09

PART II - FISCAL SUMMARY

1. Amount Authorized	$ 198,904.00
2. Amount Expended	$ 199,046.09
3. Unexpended Balance	$ (-142.09)
4. Cumulative Total	$ 198,904.00
5. Cash Received	$ 198,904.00

Signature of Superintendent Richard Nelson

Date August 31, 1970

APPENDIX INDEX

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Appendix
1

Unified School District No. 1 of Racine County
Pupil-Teacher Ratio Proposal for Elementary Schools

I. Responsibility for Elementary School Staffing Policy

A. The building principal, conferring with his professional staff, shall be responsible for developing a staffing plan to carry out the instructional program. The amount of staff allotted to each building shall be in accord with the pupil-teacher ratio established by the Board of Education.

B. The staffing plan for each elementary school shall be subject to approval of the Superintendent and the Instructional Division Staff, in accord with Board of Education policies.

C. All elementary schools shall teach the district approved curriculum.

D. The organizational plan shall not exceed the "cost" determined by the pupil enrollment and the established district ratio.

II. Basis for Determining Enrollment

A. The October enrollment report shall be the final basis on which staffing is allotted to the schools.

B. A tentative staffing plan for each elementary school shall be established in spring of the preceding year based on the anticipated October enrollment. Necessary adjustments shall be made in October and January.

C. The enrollment figure for each school shall be based on the number of children enrolled in grades one through six, plus the number of Kindergarten children divided by two. Children in A-1 classes and other special education classes shall not be counted in the building total.

III. Basis for Determining Staff

A. Each professional staff member shall be assigned a value of 1.0. This includes teachers, librarians, special subject teachers, and administrative assistants.

B. Interns assigned to a building for a semester shall be assigned a value of .5.

C. Other staff, such as auxiliary aides and instructional secretaries shall be assigned a value of .4.

D. The principal, office secretary, instrumental music teacher, remedial speech teacher, and teachers of special education classes shall not be counted in the building totals.

E. In determining staff allotment, all decimal fractions shall be rounded off to the nearest half.

IV. The Ratio

A. The pupil-teacher ratio for the Unified School District shall be the comparison of children in the district to the staff employed to help teach those children.

B. The ratio for outer-city schools and county schools shall be 26.8 to 1.

C. The ratio for inner-city schools shall be implemented over a two-year period as follows:

1. 1968-1969 No inner-city school shall have over a 22 to 1 ratio.

2. Schools with a ratio less than 19 to 1 shall work out staffing plans to bring the ratio up to that level. However, under this proposal, no inner-city school shall lose present USD staff paid through district funds.

3. These ratios are exclusive of federal funds.

4. 1969-1970 The ratio for all inner-city schools shall be 19 to 1, exclusive of federal funds.

V. The Ratio and Federally Employed Staff

A. These ratios shall not include staff hired with federal funds or funds from other sources. They represent only the effort of the Unified School District.

B. The Unified School District does not necessarily commit itself to the continuation of special programs requiring additional staff, in the event that those funds are terminated.

School _____

Total School Enrollment _____

Date _____

CALCULATION SHEET FOR STAFF UTILIZATION PLANNING (Multi-Unit Schools)

UNIT A # _____ Students

(Ages 4-5)

#	KIND	VALUE
___	Unit L	
___	Teachers	
___	Aides	
___		
	Sub Total	___

UNIT B # _____ Students

(Ages 6-7-8)

#	KIND	VALUE
___	Unit L	
___	Teachers	
___	Aides	
___		
	Sub Total	___

UNIT C # _____ Students

(Ages 8-9-10)

#	KIND	VALUE
___	Unit L	
___	Teachers	
___	Aides	
___		
	Sub Total	___

UNIT D # _____ Students

(Ages 10-11-12)

#	KIND	VALUE
___	Unit L	
___	Teachers	
___	Aides	
___		
___		
___		
	Sub Total	___

SPECIAL STAFF

	KIND	VALUE
___	Art	
___	Music	
___	Phy. Ed.	
___	Gen. Resource	
___	Rem. Reading	
___		
	Sub Total	___

STAFF UTILIZATION Summary

#	KIND	VALUE
___	Unit L	
___	Teachers	
___	Aides	
___	Instr. Sec.	
___	Librarian	
___	Special	
	Sub Total	___

Ratios- Outer City Schools 26,8 to 1
- Inner City Schools 19 to 1

Formula: _____ ÷ _____ = _____

(# of Students Grs. 1-6 + 1/2 K) (Ratio) (# Staff Allocated)

Appendix 3

SCHOOL _____

TOTAL NUMBER OF STUDENTS _____

DATE _____

CALCULATION SHEET
FOR
STAFF UTILIZATION PLANNING
(Other Than Multi-Unit Schools)

	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	TOTAL No.	TOTAL VALUE
# of Students									
# of Classrooms									
Teachers									
Aides									

Sub Total _____

Special Staff

#	KIND	VALUE
	Art	
	Music	
	Phy. Ed.	
	Gen. Resource	
	Rem. Reading	
	Helping Teacher	
	Sub Total	

Staff Utilization
Summary

#	KIND	VALUE
	Teachers	
	Aides	
	Instr. Secy.	
	Librarian	
	Special Staff	
	Total	

Ratios - Outer city schools 26.8 to 1
- Inner city schools 19 to 1

Formula

(# of students in grades 1-6+1/2 of K) ÷ (Ratio) = (# of staff allocated)

SOME POSSIBLE STAFFING PLANS WHEN APPLYING SYSTEM-WIDE RATIO

RACINE, WISCONSIN
APRIL, 1968

CONDITIONS:

1. SCHOOL WITH TOTAL ENROLLMENT OF 700 STUDENTS (100 KINGERGARTEN) LEAVING A STAFF ALLOCATION BASED ON 650 STUDENTS IN THE BUILDING AT ANY GIVEN TIME.
2. TWENTY-FOUR STAFF MEMBER ALLOCATION AT RATIO OF 26.8 STUDENTS PER FULL-TIME PROFESSIONAL STAFF OR EQUIVALENT.

SCHOOL A (700 STUDENTS)

1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
22	TEACHERS	22	
1	REMEDIAL RDG.	1	
	TOTAL	24	

SCHOOL B (700 STUDENTS)

1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
20	TEACHERS	20	
1	AIDE		.4
	SPECIAL		
1	SCIENCE		.5
1	ART		.5
1	MUSIC		.5
1	HELPING TEACHER	1	
	TOTAL	23	.9

SCHOOL C (700 STUDENTS)

	CORE STAFF		
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
	UNIT A (100 ST.) AGES 5-6		
1	UNIT LEADER	1	
1	TEACHER	1	
1	AIDE		.4
	UNIT B (200 ST.) AGES 6-7-8		
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
	UNIT C (200 ST.) AGES 8-9-10		
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
	UNIT D (200 ST.) AGES 10-11-12		
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
	TOTAL	24	.2

SCHOOL D (700 STUDENTS)

	CORE STAFF		
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
	UNIT A (100 ST.) AGES 5-6		
1	UNIT LEADER	1	
1	TEACHER	1	
1	AIDE		.4
	UNIT B (200 ST.) AGES 6-7-8		
1	UNIT LEADER	1	
6	TEACHERS	6	
1	AIDE		.4
	UNIT C (200 ST.) AGES 8-9-10		
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
	UNIT D (200 ST.) AGES 10-11-12		
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
	TOTAL	24	

SCHOOL E (700 STUDENTS)

	CORE STAFF		
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
	UNIT A (100 ST.) AGES 5-6		
1	UNIT LEADER	1	
1	TEACHER	1	
	UNIT B (200 ST.) AGES 6-7-8		
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
	UNIT C (200 ST.) AGES 8-9-10		
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
	UNIT D (200 ST.) AGES 10-11-12		
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
	SPECIAL STAFF		
1	ART		.5
1	MUSIC		.5
1	PHY. ED.		.5
	TOTAL	24	.1

APPENDIX
7

SEQUENCE LOG
ON
INTRODUCING "STAFF DIFFERENTIATION"
AT
GIFFORD JR. HIGH SCHOOL

May 12, 1970

TO: Interested Personnel

FROM: Gifford Eighth Grade Mathematics Team

RE: Experiment in Differentiated Staffing

DATES AND REPORTS ON MEETINGS:

2/27/70 Presented proposal to Mr. Kirchner -- Positive reaction

2/28/70 Sent copies of proposal to:
John Aceto (Math Consultant)
Lloyd Johansen (Title III Director)
Bill Coulter (Professor-friend, Dominican College)
Harris Russell (Assistant Superintendent)

3/5/70 Sent letter to Dr. Edward Pino (Cherry Creek Schools)

3/18/70 Meeting with Russell, Aceto, Johansen, Kirchner -- Positive reaction

3/19/70 Sent copy to. Mr. Walter Stenavich (Personnel Dir.)
Dr. John Gunning (Superintendent)

3/20/70 Received reply from Dr. Pino -- Directive to contact Mr. Milt Schmidt, Director of Teacher Education Project, Cherry Creek Schools

4/8/70 Sent proposal to Dominican College:
Sister Dolores Enderle
Sister Agnes Rose Kokke

4/10/70 Conversation with Robert Gomoll, State Assistant Superintendent of Schools, Jr.High Director.

4/10-70 Telephone conversation with Sister Dolores -- Positive reaction

4/14/70 Meeting with Sisters Dolores and Agens Rose -- expressed possibility of getting interns from Dominican

4/28/70 Meeting with candidates: McGrath, Datlaf, VanBondegon -- accepted

5/1/70 Telephone conversation with Milt Schmidt (Cherry Creek Schools)

5/4/70 Senior Intern, Kathy McGrath, arrived to observe and prepare for fall term. Kathy is spending the entire month of May with us.

5/18/70 Sent reports to Kichner, Aceto, Gunning, Russell, Johansen, Stenavich, Sister Dolores, Sister Agnes Rose, Pino, Schmidt, Gomoll.

STAFFING OF POSITIONS

	FIRST SEMESTER	SECOND SEMESTER
Senior Teacher (Intern)	Kathy McGrath	Barbara Detlaf
Junior Teacher	Barbara Detlaf	
Junior Teacher	Wade VanDondegon	
Teacher Aide		

FUTURE PLANS

1. We will approach Carthage College in order to fill vacancies second semester.
2. Sisters Delores and Agnes Rose will meet with us to outline curriculum for junior teachers.
3. The state intern program has, at this time, double-staffed our positions for interns. This will have to be cleared up soon.
4. We will work with Mr. Kirchner to clarify and fill the teacher aide position as well as establish a time schedule for her.

SUMMARY

We are pleased with the enthusiastic suport we have received from our administrative personnel and Dominican College. We have filled four of the six positions available with Dominican College students. Dominican College does not have a large enrollment, thus we are planning to contact Carthage College to fill the two vacancies left in the plan. These positions will be filled in early fall.

The experiment is moving far beyond our original expectations. Initially, we had not anticipated filling the senior positions with students at Dominican. One of the senior students is currently working in our team, in preparation for the fall semester. The second semester senior student will be a junior teacher fall semester. This moves our model one year ahead of its original plan and will give us excellent opportunities to evaluate the program in its first year.

APPENDIX
J

UNION HIGH SCHOOL

Union Grove, Wisconsin

878-2434 878-2435

BRONCOS

For The Best In Education

NORTH CENTRAL ASSOCIATION

DERRICK WEST, PRESIDENT
CARL NISEN, DIRECTOR
LYNN JANSON, DIRECTOR
PETER BRAZON, CLERK

PETER HAUPER, TREASURER
JAMES HIGHLAND, ADMINISTRATOR
EARL VER BUNKER, PRINCIPAL
LEO KERSCHITZ, ASSISTANT PRINCIPAL

February 4, 1970

Mr. Lloyd Johansen
Title III Director
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd:

Again we find ourselves in your debt for a truly outstanding educational program. "Great!"; "Unbelievably good!"; "The best we've ever had!"; "Let's have more inservice programs like that one!" These are some of the comments that we have heard following your presentation. These came from teachers, from board members, from parents and from students. I can safely say that the February 2nd workshop was the best received of any that we have had since I have been in this district.

Attached you will find a compilation of the problems and solutions listed in the closing exercise Monday night. As you predicted these are very interesting. In some cases they indicate a surprising awareness of our problems. In some other cases the opposite is true. In both, however, it required people to think, in depth, about the problems and possible solutions. It was necessary for me to condense and combine many of the individual items. This results in quite a loss of "flavor" from the originals, but it is still quite revealing. I'll be glad to send you the originals if you should wish.

Once again, Lloyd, "Thank you" for a job expertly done. Although I know that many thousands of people have been reached by your Title III project, it is still very unfortunate that it must be terminated. Education badly needs the freshness that your approach provides. Although I know that you will continue to espouse these concepts, without the assistance of the federal funds, fewer people will receive the benefit.

Please accept my very warm personal good wishes in whatever new endeavor that you find yourself. If I can help in anyway at anytime you need only call.

Very truly yours,

James Highland

James Highland

JH/rb
Encl:

APPENDIX
10

WATERFORD WISCONSIN • CENTER OF GROWTH

February 24, 1970

SCHOOL DISTRICT JT. NO. 1
HEMAN J. BROSSARD
Administrator

FOX RIVER SCHOOL
921 W. Main Street
CLIFFORD A. SCHADLER
Principal

WATERFORD GRADE SCHOOL
405 W. Main Street
DOUGLAS C. ROBBINS
Principal

Mr. Lloyd N. Johansen
2230 Northwestern Avenue
Racine, Wisconsin 53404

Dear Mr. Johansen:

On behalf of the Waterford Elementary staff and administration, I want to thank you again for the stimulating and inspiring presentation we shared with you last Friday. The teachers unanimously (except reading specialist) agreed that this was the most outstanding and useful in-service day that we have had in years.

I would like to add my own personal appreciation for your services. Hopefully we can now begin to bring about some changes that are long overdue out here in the hinterland.

Sincerely,

Heman J. Brossard

HEMAN J. BROSSARD
Administrator

HB:ar

APPENDIX
11

Cooperative Educational Service Agency 18

30-34 Commerce Bldg., 124 Commerce St., Burlington, Wis. 53105
STEVE EDL, Agency Coordinator
Telephone (414) 763-2457

November 19, 1969

Mr. Lloyd N. Johansen, Director
Racine Title III Program
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd:

Permit me this means and opportunity to most sincerely thank you for your untiring effort and dedication in making the CESA 18 Administrator's Seminar on November 17-18, 1969 an outstanding success.

In addition to my personal commendation I convey to you the grateful sentiments of every participant.

You and your resource staff have contributed greatly to the professional growth of these people. They are appreciative of your contribution.

Please acknowledge our appreciation to your capable secretary for her help and cooperation.

Thanks again!

Sincerely,

Steve Edl

Steve Edl, Coordinator
Cooperative Educational Service Agency 18

SE:vw

APPENDIX
12

BELLE AIRE SCHOOL
3935 Belle Aire Lane
Downers Grove, Illinois 60515

Office of the Principal

WOodland 8-5454

February 27, 1970

Mr. Lloyd Johansen, Director
Racine Title III Program
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Mr. Johansen:

Thank you for a tremendous keynote speech on February 25!

Your contribution to our Annual Workshop was the "whipped cream on the cake".

I certainly couldn't have asked for a better culminating activity to the day's program.

Thank you again.

Sincerely,

Ronald F. Hale

Ronald F. Hale,
Vice-President
D E S P A

mp

APPENDIX
13

TULSA PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
P. O. Box ~~4716~~ 45208
TULSA, OKLAHOMA 74145

Administrative Director,
Secondary Schools

January 30, 1970

Mr. Lloyd Johansen
Director, Title III Project
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd:

It was a pleasure having you in Tulsa again. I have heard nothing but favorable comments from the participants in the workshop. I am quite sure it was a very valuable and profitable experience for them. Your presentation commands a great deal of confidence from those who hear it.

Again I apologize for not making it possible for you to catch your scheduled plane. I hope the delay did not inconvenience you too much and you arrived home safely.

I am enclosing a slide of the Education Service Center. It is not a particularly good one but new ones are being made and we will send you a copy when they are ready but this one will give you one perspective of the building. Also, enclosed are the evaluations made by the participants in the workshop. They are most complimentary and are indicative of the tremendous job which you did.

It was nice seeing you again and we shall look forward to our next encounter.

Sincerely yours,

Blaine

G. Blaine Smith, Asst. Administrative
Director for Secondary Schools

GBS:mg
Enclosures

APPENDIX
14

Board of Education
RUSSELL MEDIN, President
ROBERT BLACK, Vice President
MRS. RUTH BAY
JOHN CLAUDE
DICK KUECKER
JACK LIMBAUGH
MRS. JUDY THORESON
FRED A. DIEKMANN, Jr., Treasurer
VAUGHN K. RISING, Secretary and Business Assistant

Algona
Community School District

Algona, Iowa - 50511

January 25, 1970

Administration
OTTO B. LAING, Superintendent
PRINCIPALS:
ELGIN ALLEN, Sr. High
GLENN CHALLY, Jr. High
MRS. MARGARET BERINGER, Elem
WALTER McBRIDE, Elem.
MRS. FERN STANTON, Elem.
CECIL WATTERMANN, Elem. Supervisor

Mr. Lloyd Johansen
Racine Public Schools
Racine, Wisconsin

Dear Mr. Johansen

Please allow me a belated thank you for a job well done. Our faculty are still buzzing with excitement and discussions following your visit with us.

We delayed the opening of school last Tuesday until 10:45 with the hopes that we might capture some of the enthusiasm with committee meetings on course structure and requests for priorities for the new curriculum and building.

As we plan our programs and are asking for time to be in the resource center and with our students, we realize that there is a great deal of cooperation that must be dealt with before we can function as a 'team'. As one of the faculty so aptly put it—we were on top of cloud nine after the gentleman from Wisconsin was here, now we must face reality in working together toward what is best for all of us. There was a great deal of frustration at 10:45, but by the end of the day I could sense a mellowing of thoughts and perhaps we are started on a unity of thought and purpose.

It was a most refreshing and exciting experience for us to have you with us during the day. When you are planning another series of meetings and will be near our northwest corner of the state, please advise me so that we can ask you to be our guest of honor in a follow-up of some very important thoughts.

Sincerely

Elgin

APPENDIX
15

Staples Public Schools

Staples, Minnesota 56479

March 23, 196[illegible]

Office of Elementary Principal

Mr. Lloyd Johansen
Title III Director
Shulte Elementary School
Racine Public Schools
Racine, Wisconsin

Dear Lloyd:

Your impact will be felt in Staples for a long time. You and Miss Clausen did an outstanding job! It was felt by all concerned that your presentations were the best ever------ and so practical that Staples <u>will</u> implement many of your ideas.

We thoroughly enjoyed your company and hope we have the opportunity to work out an exchange at the earliest possible date.

Thanks again for everything!

Sincerely,

Donald D. Droubie, Principal
Lincoln Model School

P.S. Judy says "Hi"!

DDD:tc

APPENDIX
18

BOARD OF EDUCATION OF GARRETT COUNTY

TELEPHONE: (301) 334-3881

OAKLAND, MARYLAND 21550

October 10, 1969

Mr. Lloyd Johansen
Director, ESEA III
Racine Board of Education
8515 Westminster Drive
Sturtevent, Wisconsin 53117

Dear Mr. Johansen:

I wish to thank you for your participation in the Charrette designed for the Garrett County School System. Your support and involvement have contributed much to its success; and its impetus on the future of education in Garrett County is unmeasurable. Such cooperation reflects your sincere interest and desire for the best possible education for our youth.

Again, humbly and sincerely, thank you. You were "beautiful"!

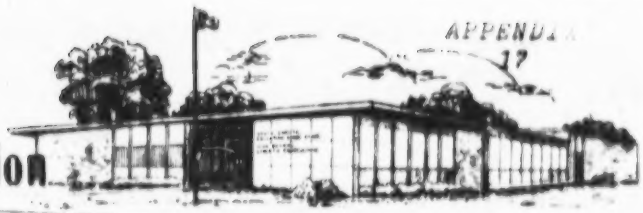
Respectfully yours,

Albert R. Ringer

Albert R. Ringer
Director of Instruction

ARR/mm

APPENDIX
17



South Dakota Education Association

P. O. Box 939
PIERRE, SOUTH DAKOTA 57501
AREA CODE 605 PHONE 224-5874

R. E. HALD, Executive Secretary
C. M. DRENKHAHN, Director of Publications
M. H. SHAW, Assistant Secretary for Field Services
E. C. MIKKELSEN, Research Director
GERTRUDE DuBOIS, Office Manager

10-16-69

Lloyd Johanson
Title III Program
Schulte Elementary School
8515 Westminster Drive
Sturdevant, Wisconsin

Dear Mr. Johanson:

This is just a personal thank you not for the very fine part you played in making our S.D.E.A. convention a success. We heard nothing but praise about your presentation. I'm sorry I didn't get to greet you at our convention. I hope to see you again soon. Thank you.

Respectfully yours,
Lee Freeman
Dept. of Educ.
SDSU

MRS. CARRIE HANSEN, Rapid City
President

DR. MARK W. DELZELL, Vermillion
Past President

VIC COLE, Brookings
Southeast District Representative

ROGER B. ALLEN, Mitchell
Vice President

JAMES L. WALKER, Platte
Treasurer

ED CHARBONEAU, Aberdeen
Northeast District Representative

DR. J. L. FOREMAN, Brookings
President Elect

MRS. GRACE MICKELSON, Rapid City
Western District Representative

MRS. ELLEN LEE, Rapid City
NEA Director

Yorkton Regional High School
Yorkton, Saskatchewan
March 19, 1970

Mr. Lloyd Johansen
Director, Title III Program
Racine Public Schools
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd,

I would like to express my personal thanks to you for coming to our teachers' convention. You were certainly very instrumental in making all teachers agree that the convention was an unqualified success. In fact, many said to me that it was the only convention they ever attended that was worth attending, because it really dealt with vital issues - the nuts and bolts of what to do to make our teaching relevent.

Many teachers told me how lucky we were to get two speakers such as you and Lloyd Dennis. Really, you did compliment each other perfectly. You were the one who gave us the nuts and bolts of how to change as well as a lot of "whys." But perhaps it took someone from our own backyard to jolt the traditionally oriented teacher into realizing the need for change.

Really most teachers know you only scratched the surface. We are still too nervous and uncertain to try much. But you have really whetted our appetites. We want more.

Our association is considering the following:
(a) Sending three or four teachers to take your seven-week course.
(b) Asking you, or someone you might suggest, to come here to Yorkton to give a one-week course similar to the seven-week course you give.
We felt that the people who went down there would be able to help you with the short course here.

We realize that one week would not be sufficient but perhaps one or two phases of your program could be dealt with. However, we would be quite happy to let you "do your own thing" in your way.

We would like to present a proposed program to our professional development committee here and to our Saskatchewan Teachers Federation. In our proposal we would also like to know estimated costs.

I realize it is expecting quite a lot of someone in your position to make the trip up here again. But those who don't ask don't receive.

Please let us know if you think our ideas are feasible and whether or not you would come.

Once again, thank you for coming to take part in our convention. I believe that our request for your return is an indication of how much we appreciated your efforts.

Sincerely,
Randy Nelson

Charles City Community Schools
G. J. LORBER, Superintendent
CHARLES CITY, IOWA

September 16, 1969

Mr. Lloyd H. Johansen
Dominican College
8515 Westminster Drive
Racine, Wisconsin 53177

Dear Mr. Johansen:

This past summer we were privileged to have seven of our elementary staff members attend your summer workshop. This was a rare experience for them and they have come back to our community this fall with new insights and new ideas on how to teach boys and girls in the classroom and make learning an exciting experience.

These seven staff members are working as a team and have combined three fifth grades and three sixth grades in a unitized program. I have never seen seven more dedicated staff members. They are willing to give of their time and efforts to make this educational experience for their students worthwhile. As I watch the activities that are happening, it reminds me of a newspaper office, with everyone going full blast to meet the deadline.

You are to be congratulated for the outstanding work you are doing for education. I have said since our first meeting two years ago that your new insights in education will bring new life into the classroom. This new life is far past due. It was our good fortune while I was at Independence to spend some time with you and your staff at Racine and to bring back ideas that are paying off there.

We are looking forward to October 23 and 24 when you and three members of your team from Racine will be with us for a two day inservice training workshop. I am sure that these two days will be the highlight of our school year. We are eager and willing to learn so don't feel that you are working us too hard. Our work day will start at 8:00 A.M. and we can go to 5:00 P.M.

By the way, when I spoke with you last week, I failed to get the number of motel rooms you will need. You will be staying at the Hart Court in Charles City, but I will need to let them know the number of rooms. We will make arrangements for the nights of October 22 and 23.

Lloyd, again let me express my sincere appreciation for the "Red Carpet" treatment you have given my staff members. It has been a rewarding experience for them and they have grown fifteen feet tall in their profession because of it.

Sincerely,

G. J. Lorber, Superintendent

GJL/pb

APPENDIX
30

An Equal Opportunity Employer

Minneapolis Public Schools

SPECIAL SCHOOL DISTRICT NO. 1
SCHOOL ADMINISTRATION BUILDING
807 Northeast Broadway Minneapolis, Minnesota 55413
Telephone 332-4284

RONALD S. BRANDT
Director of Staff Development

August 18, 1969

Lloyd Johansen
Director, Racine Title III Program
Schulte Elementary School
8515 West Minster Drive
Sturtevant, Wisconsin 53177

Dear Lloyd:

I want you to know that I've talked with several of the people who attended your summer laboratory and that they are extremely enthusiastic about the experience. Most of them, in fact, have never before participated in a staff development activity which they felt was so valuable. It is a busy time for me now, what with making preparations for the opening of school, but as soon as the year is under way I hope to call a meeting of everyone who took part in your program and to begin serious discussion of what our next step should be. In the meantime, I want to thank you again for making it possible for our staff members to attend.

Sincerely,

Ronald S. Brandt

Ronald S. Brandt
Director of Staff Development

RSB:rtp

EVALUATION OF VISITATION TO RACINE SCHOOLS

One of the major objectives of the Title III program is dissemination and propagation of successful practices in education through visitation. Therefore, would you carefully respond to this instrument to help us improve this service.

1. *Were your objectives for visitation met during your visit?*

   X *Yes* ____ *No*

   If not, why? _____

2. *What experiences were most meaningful to you during this visit?*
   Discussion with teachers, principals and Mrs. Canman. Observing the units in action. Visit to the S.M.C.

3. *What experiences were not so meaningful?*
   It was all meaningful -- not a minute was wasted.

4. *Would you care to make a suggestion for the improvement of this program?*
   We would like to have spent more time watching large units in action; observe unit leader and staff in planning session.

5. *Please make a comment on your "over-all" feeling about the effectiveness of this visitation.*
   Our visit was well planned and well organized. Mrs. Canman and others were very cooperative and made every effort to make our visit enjoyable and meaningful.

6. *I felt this visit was: (check one)*

   ____ *Not too meaningful*
   ____ *About like most*
   ____ *Better than most*
   X *Outstanding*

Signed Robert J. Hansen

School Gale-Ettrick School District

Address Galesville, Wisconsin 54630

Bathurst Heights Secondary School

640 LAWRENCE AVENUE WEST, TORONTO 392, ONTARIO.

H. W. B. HYLAND, B.A., B.P.E., M.Ed.
PRINCIPAL

787-4291

D. R. HEWGILL, B.A.
VICE-PRINCIPAL

K. B. HILLS, B.A.
VICE-PRINCIPAL

N. V. JEFFERSON, M.A., B.Ed.
VICE-PRINCIPAL

March 13th, 1970.

Mr. Lloyd N. Johansen,
Title III Director,
1032 Grand Avenue,
RACINE, Wisconsin, U.S.A.

Dear Mr. Johansen:

May I take this opportunity to let you know how much Mr. Bob Paul and I enjoyed our visit to your school system. After serving on a committee for the past year on Unit Organization and doing a fair amount of research in this area, it was a great experience for us to see the Multiunit Concept in action.

We were amazed at the wealth of information with which Mrs. Canman was able to provide us, particularly on Project Title III, and were extremely grateful to her for the time she spent on our behalf. We also appreciated the efforts of Mr. Nelson and all those who contributed to making our trip so worthwhile.

I do hope we may have the opportunity to reciprocate if any of your staff members have an opportunity to visit Toronto.

Sincerely yours,

H. W. B. Hyland,
Principal.

HWBH/mc

Oshkosh, Wisconsin
January 22, 1969

EVALUATION

1. What experiences were most meaningful to you during this workshop?

hearing about the "content idea"
having the experience of grouping and seeing
how many these groupings become [illegible]
[illegible]

2. What experiences were not so meaningful?

listening to the language lectures

3. Would you care to make a suggestion for the improvement of such a program?

Yes! Do what is suggested when we get back to school!

4. Please make a comment on your "over-all" feeling about the effectiveness of this workshop.

Best I ever attended and outgone. I am left fired with enthusiasm for the next day's teaching!!

EVALUATION

1. What experiences were most meaningful to you during this workshop?
Your rationale for Training.

2. What experiences were not so meaningful?
The initial experience in small group dynamics.

3. Would you care to make a suggestion for the improvement of such a program?
More time for each activity. Hard subj. If you transparencies and recreation. We need more time to train-pick you.

4. Please make a comment on your "over-all" feeling about the effectiveness of this workshop.
I enjoyed the presentation. Your Manner of presentation was dynamic. I listened intently. It wasn't boring & redundant.

5. I felt this workshop was: (check one)

___ Not too meaningful

___ About like most

___ Better than most

1 Outstanding

The best presented thus far in the Tu ADP program. I hope we have to work with you again.

Appendix
25

TITLE III CENTER
SPONSORS
SUMMER 1969 LABORATORY TO RE-EDUCATE TEACHING STAFF

Racine, Wisconsin

PROGRAM WILL SERVE -

- Twelve hundred students (K-11 grades)
- One hundred and eighty teachers, supervisors and administrators from many private and public school systems in Wisconsin and surrounding states
- Thirteen instructional aides
- Six staff secretaries
- Ten instructional secretaries
- A one-week "satellite" workshop for administrative staff
- And many visitors

AT:

- Bose Elem. School	- Kenosha
- Goodland Elem. School	- Racine
- Giese Elem. School	- Racine
- Starbuck Jr. High School	- Racine
- Case High School	- Racine

June 16-August 1, 1969

Dr. John Gunning, Superintendent
Racine Unified School District
2230 Northwestern Avenue
Racine, Wisconsin 53404

Mr. Lloyd N. Johansen, Dir.
Racine Title III Program
8515 Westminster Drive
Sturtevant, Wisconsin 53177

OBJECTIVES OF TITLE III LABORATORY

The Racine Title III Laboratory provides a clinical teaching experience for teaching professionals and non-professionals to experience and assess new ideas and approaches for instructional improvement. The program involves seven weeks of full-time work for teachers, consultants, supervisors, principals, and university professors, para-professionals and secretaries drawn from public and private schools in a large geographic area.

This program provides enrichment learning experiences for students in grades 1-11 each morning for six weeks in five different buildings. Student attendance in the mornings provides a laboratory setting for this professional work.

Specifically the objectives are:

1. Individualization of Instruction. It is assumed that participants will leave this summer session with a commitment to individualize instruction as much as possible within the curriculum and school organizational pattern they are involved with in their own school setting.

2. Packaging Curriculum. Teachers will experience the writing of contracts, unipacs, capsules, minipacs, IPI, etc., during this laboratory. They will be given enough experience to make them competent enough to prepare materials for individualization in their local school settings.

3. New Organizational Patterns. Some of the patterns are related to a whole school organization such as: ungraded, dual progress, school within a school, multi-unit, flexible modular scheduling, etc. Other patterns will relate to organization within the school; they could be teams, instruction units, department, self-contained, etc.

The broad objective is to demonstrate and evaluate the effectiveness of new organizational patterns and to help participants determine which ones might be utilized in their diverse educational settings.

4. New Ideas, Techniques, and Materials. This laboratory should provide and encourage the use of as many new techniques and materials as possible. Participants are encouraged to evaluate the extent to which they can be incorporated in new organizational arrangements.

5. New Tasks and Roles for Teachers. The program objective is to assure the professional participant that new educational tasks and roles will not erode, but rather enhance the image of a teacher, and at the same time improve the quality of education by better staff utilization. Furthermore, the laboratory will provide what might be termed as "basic training" for both the professional and non-professional, and thereby produce both professional and non-professional staff prepared and willing to assume the new tasks and roles demanded in education today.

Appendix 27

BASIC STAFF ORGANIZATION FOR SUMMER LABORATORY

The organizational plan for this laboratory is designed to provide maximum opportunity for staff to teach, experiment, observe, and evaluate during a limited amount of time. All teachers are assigned to teams and are expected to work cooperatively.

These teams will cycle between a teaching responsibility, an observation opportunity, and a packaging curriculum experience. The unit leaders and their teams will determine the rate of cycling - teams will usually spend two to five days in each segment of the cycle.

The laboratory serves students in grades 1-11. Therefore, students and staff are assigned to one of the five levels listed below. Each level is divided into units which operate within a school made up of several units. The units function as shown on the flow chart which follows:

ASSIGNMENT OF LEVELS AND UNITS

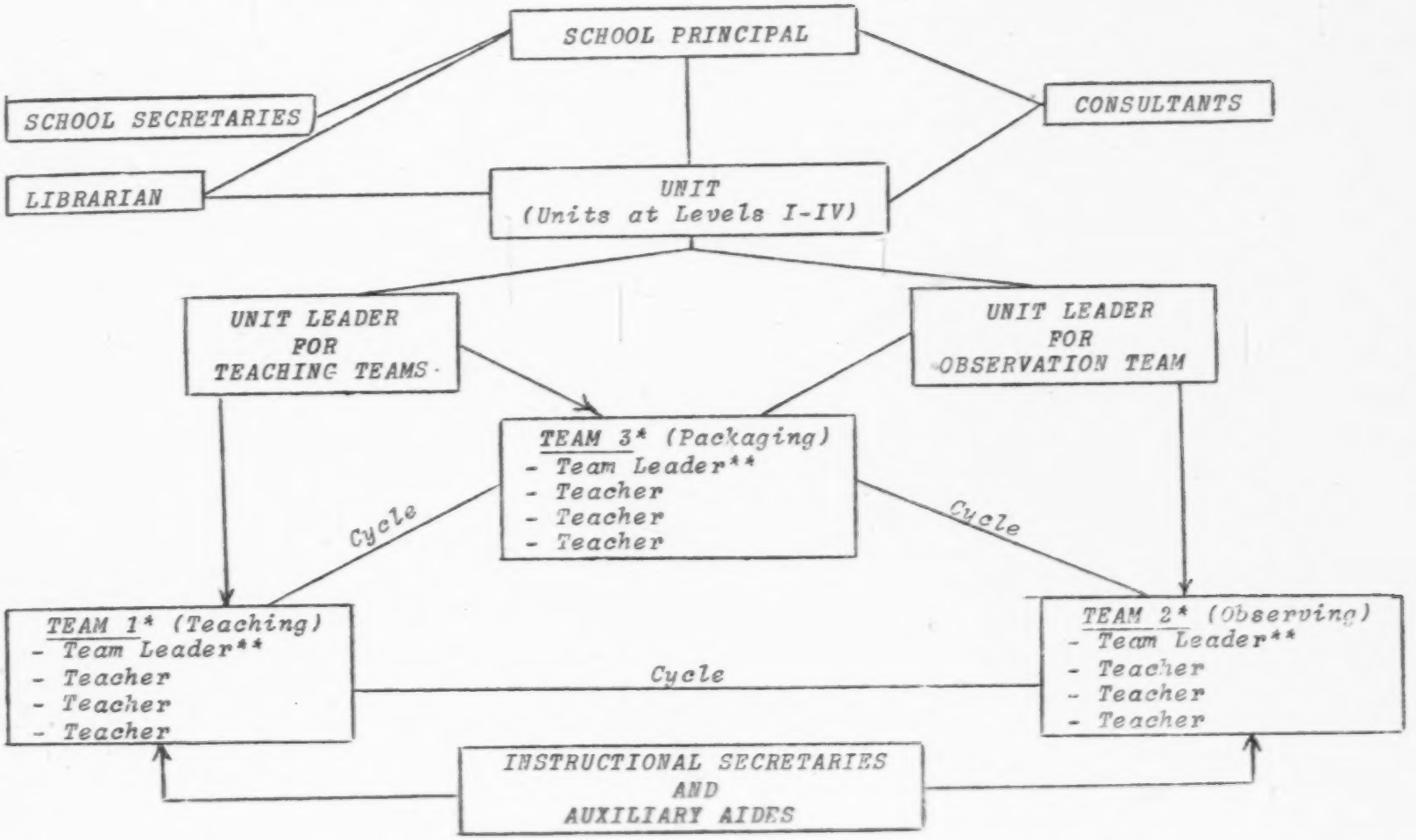
Level I (grades 1-2)
- Unit A -- Bose School, Kenosha
- Unit B -- Giese School, Racine
- Unit C -- Goodland School, Racine

Level II (grades 3-4)
- Unit A -- Bose School, Kenosha
- Unit B -- Giese School, Racine
- Unit C -- Goodland School, Racine

Junior High		Senior High	
Level III	-- Starbuck Jr. High	Level IV	-- Case High School
Unit A	-- English and Soc. St.	Unit A	-- English
Unit B	-- English and Soc. St.	Unit B	-- Social Studies

ORGANIZATIONAL FLOW CHART
FOR
TITLE III LABORATORY SCHOOLS

Racine, Wisconsin
Summer, 1969



* - Teams cycle between teaching, observation and packaging as declared by the units.
** - Leadership rotates among team members.

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Appendix
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STAFF ROSTER
FOR
SUMMER 1969 TITLE III LABORATORY

DIRECTOR - Johansen, Lloyd
Secretary - Erpestad, Edna

PRINCIPALS

Bose Elem. - Kenosha - Mancusi, Dennis
Secretary - Dubaniewicz, Linda

Giese School - Nelson, Earl
Secretary - Merry, Esther

Goodland School - Krahn, Roland
Secretary - Paulson, Lee Ann

Starbuck Jr. High - Gomoll, Robert
Secretary - Maresh, Gertrude

Case High School - Stark, Joseph
Secretary - Manuwal, Susanne

CONSULTANTS

English - Vail, Neil
Science - Bliss, Richard
Math - Aceto, John
General Resource - Ronda, Teckla
Guidance - Brach, Althea

LIBRARIANS

Bose - Noppe, Vera
Giese - Hildebrandt, Lora Lei
Goodland - McGraw, Jean
Starbuck - Kiemen, Marilyn
Case - Vance, Sharon

MEDIA SPECIALIST - Moen, Robert

SPECIAL ASSIGNMENTS

Coordinators of designs and strategy for teaching teams
Clausen, Mary Jane - (Elementary - LEVEL I)
Krahn, Roland - (Elementary - LEVEL II)
Stark, Joseph - (Secondary - LEVEL III & IV)

Coordinator of design and strategy for observation teams
Nelson, Earl - (Elementary - LEVELS I & II)
Gomoll, Robert - (Secondary - LEVELS III & IV)

Coordinator of librarians
Mancusi, Dennis

Coordinator of auxiliary aides and television
Nelson, Earl

INSTRUCTIONAL SECRETARIES

Bose	- Kruse, Kathryn
	- Sordahl, Molly
Giese	- Erpestad, Sharon
	- Nelson, Karen
Goodland	- Larson, Charlotte
	Cooklin, Mary
Starbuck	- Maresh, Gertrude
	- Johansen, Jann
Case	- Carney, Kathy
	- Letsch, Irene

AUXILIARY AIDES

Bose	- Roders, Arlene
	- Andersen, Joyce
	- Thompson, Marjorie
Giese	- Hadley, Mary
	- Eisel, Nellie
	- Van Koningsveld, Arnolda
Goodland	- Betts, Jean
	- Colbert, Beatrice
	- Levingston, Lydia
Starbuck	- Pederson, Diane
	- Mikalofsky, Sister Mary
Case	- Madsen, Ruth
	- Glaeser, Kathy

LEVEL I (Grades 1-2)

Level Leader - Clausen, Mary Jane

UNIT A - Bose (Kenosha)

Unit Leader (Teaching) - Clausen, Mary Jane (Title III)
Unit Leader (Observation) - Stimm, Charles (Trautwein-Hood Creek)

Field, Margaret
Columbus, Wis.
Georgi, Sophie
Kenosha
Gretzinger, Rita
Kenosha
Kleindl, Noreen
Columbus, Wis.
Lowry, Betty
Kenosha
Strasser, Rose
Kenosha
VanLanduyt, Mary Beth
Kenosha
Mohrbacher, Linda
Kenosha

SUB-TEAM PARTICIPANTS

June 23-July 11

Baker, Karen
Keshena, Wis.
Tope, Hazel
West Union, Iowa
Walker, Marilyn
Minneapolis, Minn.

July 14-August 1

Zais, Sister Carol Jean
Wauwatosa, Wis.

UNIT B - Giese School

Unit Leader (Teaching) - Piggins, Carol (Winslow)
Unit Leader (Observation) - Leonard, Charles (Giese)

Baumann, Marjorie
Caddy Vista
Beyer, Nancy
Jefferson
Cairo, Mary
St. Edward's - Racine
Campbell, Katherine
St. Sebastian-Sturtevant
Ferguson, James
Crestview
Hiller, Sister Marion
St. Alphonsus, Greendale
Meyers, Janet
Schulte
Slaughter, Nanette
Jefferson

SUB-TEAM PARTICIPANTS

June 23-July 11

Bong, Joy
East Troy, Wis.
Daly, Bonnie
Minneapolis, Minn.
Schroder, Gertrude
West Union, Iowa

July 14-August 1

LEVEL I (Grades 1-2) -- (Cont.)

UNIT C - Goodland School

Unit Leader (Teaching) - Hansen, Pat (Stephen Bull)
Unit Leader (Observation) - Smith, Mary (Kenosha)

Ellis, Carol
Giese
Hoffman, Susan
Giese
Kranz, Margaret
Wadewitz
Mader, Barbara
Schulte
Rosin, Ruth
Trinity Luth., Caledonia, Wis.
Staaf, Jean
Dr. Jones
Wirtz, Sister Phyllis
St. Alphonsus, Greendale, Wis

SUB-TEAM PARTICIPANTS

June 23-July 11

Bredeson, June
Hartford, Wis.
Paterick, Dorothy
Shawano, Wis.
Pavelcik, Lorraine
Roosevelt

July 14-August 1

LEVEL II (Grades 3-6)

Level Leader - Barnes, Duane

UNIT A - Bose (Kenosha)

Unit Leader (Teaching) - Schmitt, Sister Donna (Holy Name)
Unit Leader (Observation) - Onnink, Allen (Schulte)

De Santo, Thomas
Kenosha
Hensig, Susan
St. Wenceslaus, Milwaukee
Hill, Charles
Elkhorn
Klenke, William
Kenosha
Maki, Kenneth
Kenosha
Naegeli, Sandra
Kenosha
Neureuther, Sister Janet
St. Wenceslaus, Milwaukee
Newman, Robert
Elkhorn
Stevens, Ronald
Elkhorn
Thalacker, Edward
Elkhorn
Tietz, Virginia
Charles City, Iowa

SUB-TEAM PARTICIPANTS

June 23-July 11

Morrow, Esther
Minneapolis, Minn.
Pengelly, Rhoda
Hartford, Wis.

July 14-August 1

Andersen, Mary
Charles City, Iowa
Jacobson, Echobeth
Charles City, Iowa
Sweeney, Mary
Baraboo, Wis.
Thomas, Veronica
St. Sebastian, Sturtevant

UNIT B - Giese

Unit Leader (Teaching) - Tomisch, Robt. (Staples, Minn.)
Unit Leader (Observation) - Olson, Robert (Giese)

Cole, Damon
Charles City, Iowa
Ciskowski, Diane
St. Wenceslaus, Milwaukee
Dischler, Sister Rose Marie
St. Norbert, Sauk City, Wis.
Dunk, Thomas
Holy Name, Racine
Fochs, LeRoy
Jefferson
Kimble, Keith
Roosevelt
Henning, Joan
East Troy, Wis.
Kuhl, Frederic
Sturtevant
Rogers, Barbara
Prairie
Schmidt, Ethel
East Troy, Wis.
Schuenke, James
North Park
Vogl, Sister Marcia
St. Wenceslaus, Milwaukee

SUB-TEAM PARTICIPANTS

(See next page)

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SUB-TEAM PARTICIPANTS (Giese)

June 23-July 11

Dutcher, Robert
Mason City, Iowa
Hugeby, Mary
Baraboo, Wis.

July 14-Aug. 1

Ehm, Ruth
St. Pius, Wauwatosa
Kaus, Pauline
Charles City, Iowa
Schaak, Beverly
Dubuque, Iowa
Wakefield, Richard
St. Paul, Minn.

UNIT C - Goodland School

Unit Leader (Teaching) - McGregor, Elaine (Winslow)
Unit Leader (Observation) - Barnes, Duane (North Park)

Daun, Sister Jann
St. Matthias, Milwaukee
Gates, Colman
Jefferson
Green, Harvey
Crestview
Heit, Evaline
Charles City, Iowa
Holm, Gertrude
St. John Nepomuk, Racine
Kidd, Elwin
Jefferson
Leonard, Marlene
West Ridge

Long, Sharon
Wadewitz
Malachy, Sister
St. Monica, Milwaukee
Stauffacher, David
St. Sebastian, Sturtevant
Sura, Marian
St. Sebastian, Sturtevant
Verbeten Karen
Goodland
Wood, Norma
Prairie

SUB-TEAM PARTICIPANTS

June 23-July 11

Clifford, Lenore
Mason City, Iowa
Zanotti, Mary Ann
Charles City, Iowa

July 14-Aug. 1

Kaschel, Robert
Baraboo, Wis.
Pilgrim, James
Charles City, Iowa
Staynow, Marilyn
North Freedom, Wis.
Stayner, A. Jean
Charles City, Iowa

LEVEL III (Jr. High)

Level Leader - Farris, Mark

UNIT A - Starbuck Jr. High School

Unit Leader (Teaching) - Farris, Mark (Starbuck)
Unit Leader (Observation) - Roth, Dr. Alfred (Concordia Colleg Edmonton, Alberta

Asman, Nancy
Our Lady of Sorrows, Milw.
Colette, Sister Marian
St. Wenceslaus, Milw.
Druse, Douglas
Washington Jr. High
Johnson, Robert
Kenosha
Kafer, Paul
Kenosha
Knudson, Mary
Gifford Jr. High
Long, Robert
Cudahy, Wis.
Schilling, Nathan
McKinley Jr. High
Smolka, Carolyn
Jerstad Jr. High
Van Buren, Nelda
Gifford Jr. High
Wagner, Sister Frances
St. Monica, Milwaukee
Walczak, Sister Susan
St. Bernard, Madison, Wis.
Welch, Thomas
Lake Geneva, Wis.

SUB-TEAM PARTICIPANTS

June 23-July 11

DeMarsh, Thomas
St. Wenceslaus, Milw
Luebeck, Donald
Minneapolis, Minn.

July 14-Aug. 1

Monish, Sister Virginia
St. Pius, Wauwatosa, Wis.
Zimmerman, Dean
Minneapolis, Minn.

UNIT B - Starbuck Jr. High School

Unit Leader (Teaching) - Rogers, Eileen (Gifford Jr. High
Unit Leader (Observation) - Gomoll, Robert (Starbuck Jr. High)

Boeyink, Sister Joann
St. Pius, Wauwatosa
Bowen, Marilyn
Starbuck Jr. High
Doerflinger, Dorothy
Gifford Jr. High
Glocke, Edith
Kenosha
Hansen, Randol
Starbuck Jr. High
Jimenez, Santos
Kenosha
Klotz, Sister Margaret
St. Frederick, Cudahy, Wis.
Strampe, William
Gifford Jr. High
Strohl, William
Washington Jr. High
Vandine, Donald
Mitchell Jr. High
Vieth, Nancy
St. Monica, Whitefish Bay
Younk, David
Mitchell Jr. High

UNIT B - Starbuck Jr. High

SUB-TEAM PARTICIPANTS

June 23-July 11

Aigner, James
St. Wenceslaus, Milwaukee
Michel, Joseph
Richfield, Minnesota

July 14-Aug. 1 1

Knutson, Irene
Minneapolis, Minn.
Tsuchija, Miyo
Minneapolis, Minn.

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LEVEL IV (Senior High)

Level Leader - Wagner, Kenneth

UNIT A - Case High School (English)

Unit Leader (Teaching) - Snyder, Ronald (Horlick)
Unit Leader (Observing) - Barootian, John (Horlick)

Blount, Tom
Starbuck
Canman, Clyde
Horlick
Fender, Mary
Jerstad
Mittag, Donald
Case
Pappenfuss, Joseph
Jerstad
Parker, Jackson
Park
Scropos, Ted
Kenosha
Shall, Anne
Case
Tartagni, Donna
Jerstad

UNIT B - Case High School (Social Studies)

Unit Leader (Teaching) - Wagner, Ken (Horlick) k
Unit Leader (Observing) - Lane, James (Case)

Eastman, James
Park
Fischer, Nicholas
Case
Gibowski, John
Elkhorn
Hinz, Susan
Kenosha
Hirzig, Norman
Union Grove
Johnson, Larry
Horlick
Keefe, Thomas
Horlick
McIntosh, Ralph
Park
Siepmann, Sue
Case
Sydnor, Harold
Case
Tigges, George
Horlick

Smith, Sister Grace
St. Catherine H.S., Racine

OPERATIONAL GUIDELINES
FOR
STAFF REFERENCE

The following guideline has been developed to help clarify the responsibilities of individuals and groups in the Title III program this summer.

TITLE III DIRECTOR

The Director is responsible for over-all organization and program. He will be assisted by the five principals, the consultants, and the unit leaders who, as a group, represent the CORE STAFF. The five principals and the Director will serve as the EXECUTIVE STAFF.

PRINCIPALS

The five principals shall:

1. Administer all aspects of the program conducted within their buildings and shall follow the basic policy of the Racine Unified School District #1, as stated in the Administrative Handbook.

2. Be responsible for all personnel assigned to their school.

3. Make certain the program within their building is carried out according to the goals and objectives stated in the Title III proposal.

4. Attempt to spend as much time as possible coordinating the efforts of the unit leaders within their school. This group represents the Advisory Council in each building.

5. The principal will assume an instructional leadership role which would imply attending and actively participating in the work of the teams.

CONSULTANTS

The consultants are specialists in different areas of the curriculum who will serve as resource persons to all schools, all units, all teams, and all individuals. They stand by for call from any individual or group. They will be a part of as many planning and evaluating session as their time will permit.

COORDINATORS OF DESIGNS AND STRATEGY FOR TEACHING AND OBSERVATION UNITS.

The coordinator assumes overall leadership for the coordination and strategy efforts of the unit leaders and teams on the teaching, observation, and packaging segments of the cycle.

COORDINATOR OF AUXILIARY AIDES AND TELEVISION

This role of coordination has been assigned to Mr. Earl Nelson. It is assumed there may be need for calling the aides together to discuss problems they encounter and to help them serve the instructional staff more effectively.

The use of television personnel and equipment by many schools and people will demand some careful scheduling and planning. It is assumed Mr. Nelson will communicate or meet with schools or persons as needed to insure effective use of this media.

COORDINATOR OF LIBRARIANS AND RESOURCE CENTERS

Mr. Dennis Mancusi will coordinate persons and plans related to development of libraries and resource centers. It is assumed that the great emphasis placed on individualizing instruction in this program will require collective effort to move as rapidly as possible during a six-week laboratory session.

Meetings will be needed for planning, idea sharing, use of equipment and evaluation.

LEVEL LEADER

A leader for each one of the four levels is identified. This person will assume responsibility for calling and organizing meetings suggested and desired by each level.

THE UNIT LEADER

The basic task of the unit leader is to serve as a resource person to the team. These leaders have been selected on the basis of having had extensive experiences in working on teams. Therefore their role is to direct, suggest, guide, help, and offer specific suggestions for improvement to individuals and team members.

The unit leader does not serve in the role of team leader. This responsibility is to be assumed by a member of the team.

Some specific responsibilities of the unit leader are:

1. He is responsible for all personnel assigned to his unit.
2. The unit leaders shall mutually agree to communicate on
   a. professional literature to be emphasized;
   b. teacher strategy to be used;
   c. scheduling of professional time;
   d. handling of staff personnel problems.
   e. packaging curriculum for individualization

TEAM LEADER

One member of a team is identified as its leader at a given time. This person is identified to provide leadership and to coordinate the efforts of the team.

Some basic responsibilities of the team leader are:

1. Lead and guide the team in its planning, preparation, packaging, and evaluation efforts.
2. Preside at team meetings.
3. Remains as an integral part of the team and assumes a regular team member's role while discharging this responsibility of leadership.
4. The team leader makes certain the unit leader remains in a role which makes it possible for him to serve as a consultant and resource to the team operation.
5. If the unit leader finds it necessary, he may have to direct the team leader and the team members in order to accomplish the objectives of the program.
6. The team leader will serve in this role as long as assigned by fellow team members and the unit leader -- probably not more than a week or less, so each member has a chance to serve in this capacity.

SECRETARIAL HELP

It is assumed that all secretarial help is under the direct supervision of the principal of the school involved. The schools will establish an IN and OUT basket in the secretarial office for duplication requests. If leadership is to be assigned within the secretarial pool, it will be the task of the school principal to so designate an individual for this responsibility.

Generally speaking, priority for secretarial service will be established on the basis of "first come, first served." If this method proves to be a problem at any given time, the following operational procedures are established:

a. The elementary principal or person he designates will determine the priority at the elementary level.
b. The level leader shall determine the priority at the secondary level.

AUXILIARY AIDES

The auxiliary aides are included in the staffing plans in order to provide more effective and more efficient learning through better staff utilization.

The auxiliary staff receive their instruction and are responsible to:

a. the teaching team leader at the elementary level;
b. the resource librarian at the secondary level.

Some of the basic responsibilities to be assumed by auxiliary staff members are listed below.

Instruction

The auxiliary staff may assist

1. individual students and small groups of students pursuing instructional activities which have been

assigned and organized by the professional staff. Examples of this would be: (a) assist in independent study in the classroom or learning center, (b) listening to students read, (c) drill in mathematics, (d) drill in spelling, (d) etc;

2. the teacher in the preparation, maintenance, assembling, and returning of basic instructional materials, supplementary materials, and instructional aids;

3. in the securing, preparation, and operation of instructional media as directed by professional staff. Auxiliary staff will operate machines and devices on which they have received training;

4. by procuring materials relevant for use in units or topics of study as directed by the professional staff.

Clerical

The auxiliary staff may assist

1. in the taking of classroom attendance, and maintaining permanent attendance records;

2. in ordering and sales related to the food service;

3. in the collection of money and accounting for same;

4. in the scoring of non-confidential and other objective exercises where a qualitative judgment is not required; collecting and organizing data and information as directed;

5. in the preparation of schedules, charts and rosters;

6. in recording student grades and related information as directed by the professional staff;

7. in maintaining various files as directed by the professional staff;

8. in preparing, distributing and collecting forms needed by the professional staff;

9. in following a designated procedure for storing and checking books in and out, instructional equipment and other supplies brought into classrooms, learning centers or resource libraries.

Parental Communication

The auxiliary staff, upon direction of the professional staff, may contact parents

1. for purposes of scheduling field trips, parent-teacher conferences and seeking volunteer assistance;

2. *to report student illness or detainment;*

3. *to collect information from parents such as reasons for lengthy and/or frequent absences or tardiness, securing permission for students to participate in extended day activities, etc.*

Supervision

The auxiliary staff, as directed by the professional staff, may supervise

1. *children in putting on and removing outdoor garments, assisting those individuals who need special attention;*

2. *the movement of groups of children as is necessary within the school building or the school grounds or on field trips;*

3. *students in a classroom or learning center;*

4. *the school lunch program and further assist students in subsequent recreational and/or independent study periods during the lunch hour;*

5. *assisting the certified personnel responsible for children on the playground.*

Appendix #3

GUIDLINES FOR OBSERVATION

One of the real valuable experiences in the summer laboratory is when participants are in the observation cycle. It must be understood that the observation cycle provides professional involvement that would be absolutely impossible during the school year.

It is therefore very important that all participants fully understand why we have three teams working in the laboratory and what we plan to accomplish in this phase of work. Some of the goals we hope to achieve in the observation cycle are:

1. To provide observation experience for staff which will sharpen their perception and sensitivity to methods, techniques and organization which will improve the quality of instruction.

2. To enable staff members to state their educational objectives for an instructional presentation in behavioral terms.

3. To enable staff members to accept structured observations of the teaching functions and to participate in the evaluation of the teaching act in relation to the stated objectives. This will be documented by evidence gained through classroom observation.

4. To provide each project participant with a working experience involving several systems of observation.

5. To help teachers develop an enlightened questioning technique with students.

6. Will develop skills that will enable participants to plan, present, and evaluate their own teaching presentation and continue to seek professional help from their colleagues.

The basic sequence of experiences used in the observation cycle are as follows:

1. PLANNING. The observation team meets under the leadership of the team leader to review the plans for instruction prepared by the teaching team. They will then decide how, when, and where and by whom the specific observation is to be made. They will also decide on what data they will seek and when and where they will meet to review it.

2. OBSERVATION. Observation team or individuals visit classes or groups as planned.

3. STRATEGY. The observation team or segment of the team meets to discuss their observation and determines "how" and "what" they want to share with the individual or group observed.

4. CRITIQUE. The observation team or members of the team meet with the individual or group observed.

5. EVALUATION. The observation team reviews how effective they were with the staff member or group and what steps they wish to take to improve their observations.

6. FOLLOW UP. The observation team will assess the change in teacher or team behavior resulting from the exposure identified above.

The successful unit or team is one in which there is constant professional interaction and evaluation among the members. The Title III program has been structured to provide a condensation of these experiences over a short period of time in order to sharpen our skills and our sensitivity for successful and graceful interaction.

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OPERATIONAL GUIDELINES FOR TITLE III LIBRARIANS

Summer, 1969

Flexibility of school organization, professionals working together, use of non-professional staff, and greater efforts to individualize learning demand that the librarian assume a key role in instructional staffing. Librarians serving in schools attempting to achieve these goals are constantly called upon by units or teams of teachers to identify, find, and secure all kinds of resources for learning. Therefore one of the basic objectives of the summer Title III laboratory is to cast the librarian into a role of discharging professional tasks for which he has been well trained. This change of concept regarding the prime functions of the librarian suggests the need for clear communication regarding the duties of this staff member. The following statement should help all staff members make better use of this key resource person.

1. The librarian should be called into the team planning sessions as early as possible when the team is attempting to identify resources such as books, films, pamphlet materials, etc., which will help provide the learning experiences needed to accomplish the behavioral objectives set forth by the staff. Therefore the librarian should be kept informed of all team meetings by the team leader and should attend as many of these sessions as his time permits.

The librarian will take an active role in actual planning. His presence at strategic points in these meetings will make it possible for him to know in detail what is being planned, what resources will be needed, and exactly what students assigned to individualized study are expected to accomplish. Individually guided instruction packages, particularly, should be planned by teacher and librarian together and carefully correlated with available materials before the student begins this kind of work.

2. Time will be set aside each day when students may check out books for pleasure reading to take place in or out of the library. The librarian is responsible to make sure that this service is rendered on a regular basis; however, it is assumed that aides, and possibly students, will assume basic responsibilities for this service in order to free the librarian to work more intensively with instruction.

Appendix

3. It is expected the library will provide the learning setting for much independent study, small group discussion, etc., when these activities have been scheduled by the teaching staff and librarian together.

4. The librarians will do everything in their power to encourage extensive professional reading by summer participants; therefore, the librarian will make sure the professional reading materials are readily available for staff.

5. The staff of librarians will attempt to package some materials for the purpose of teaching library skills, and will see that those students who fail to pass a library usage pre-test have the opportunity to get the instruction.

6. On the secondary levels, the librarians will coordinate activities of the auxiliary aides in carrying out the plans of the teams for the organization and use of resource materials in the library.

7. If time permits, the librarian is anxious to serve as a member of the instructional staff. This may sometimes include a large-group presentation, act as a leader of a discussion group, etc., if the team so wishes.

8. Librarians should participate in the observation activity as much as possible. Certainly he should be scheduled in when lessons have been planned which will make extensive use of the library and AV resources. The strategy and critique meetings concerned with those lessons should also be attended by the librarian. Thus, he will be able to evaluate how adequate and effective resources were for teaching the lesson, and to consider what could have been added, or how materials could be put to more effective use in the future.

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GUIDELINES FOR COUNSELING OF STUDENTS

Each staff member will be assigned a portion of the students enrolled in their unit operation. They will accept responsibility for:

1. becoming acquainted to the degree they can call them by name and know something about their background;

2. encouraging the students to come to them any time they have a question or a problem.

3. reporting to their parents on the child's work in the Title III project, the type of experience he appears to be having and further define the program to parents'

4. counseling with the children in a group setting, hopefully once a week;

5. transmitting written information to the school that the child will be enrolled in in September, 1969, explaining the experiences the child had in the Title III program;

6. counseling with the parents when behavior or attendance problems arise.

Appendix A

SCHEDULE OF ACTIVITIES
FOR
TITLE III LABORATORY ORIENTATION WEEK

June 16-August 1, 1969

Monday, June 16

7:30-10:20 - ALL STAFF - Starbuck Auditorium

7:30-7:45 - Introductory Comments
7:45-9:00 - Rationale for change and basic models of operation to meet these needs
9:00-9:20 - Coffee Break
9:20-10:20 - Presenting the Title III summer laboratory model

10:45-noon - Principals meet with their staffs in their buildings.

P.M. - Units initiate planning for teaching cycle in their buildings

Tuesday, June 17

7:30-10:30 - Small group dynamics in Starbuck Gym

10:30-10:45 - Break (Participants from outside Racine see Mr. Workman and Mr. Joachim about payroll)

10:45-noon - Behavioral Objectives and Methods of Packaging Curriculum - Starbuck Cafeteria

P.M. - Units continue planning for teaching cycle in their buildings.

Wednesday, June 18

A.M. - Units continue planning for teaching cycle in their buildings

P.M. - Units continue planning
- All Staff meets at 1:30 p.m. at Starbuck Auditorium "Introduction of Behavioral Objectives Model" - Dr. Helen Patton

Thursday, June 19

A.M. - Units at work in their buildings

2:00-3:30 - Core Staff - Room 111 at Starbuck

Friday, June 20

- Units at work in buildings all day.

TITLE III CENTER
SPONSORS
"SPECIAL PURPOSE" WORKSHOP
FOR
ADMINISTRATIVE & SUPERVISORY PERSONNEL

Racine, Wisconsin

PROGRAM WILL SERVE

- 26 Selected Administrators and Supervisors from Wisconsin, Iowa, Minnesota, North Dakota, and Ontario, Canada

- in the ongoing Title III laboratory,

- at:

- Bose Elem. School - Kenosha
- Goodland Elem. School - Racine
- Giese Elem. School - Racine
- Starbuck Jr. High School - Racine
- Case High School - Racine

July 21-25, 1969

Dr. John Gunning, Superintendent
Racine Unified School District
2230 Northwestern Avenue
Racine, Wisconsin 53404

Mr. Lloyd N. Johansen, Dir.
Racine Title III Program
8515 Westminster Drive
Sturtevant, Wisconsin 53177

Appendix 50

SCHEDULE OF ACTIVITIES

MONDAY, July 21

9:00-9:30 a.m. - Coffee served in the Teacher's Lounge

Room 111 at Starbuck Jr. H. S.

9:30-9:40 - Orientation to schedule and introductions

9:40-10:30 - "Harnessing education for the needs of youth"
- Mr. Lloyd N. Johansen
Director of Title III
Racine, Wisconsin

10:45-11:45 - Introduction to the Title III laboratory organization

"The Teaching Cycle" - Mr. Roland Krahn
"The Special Staff" - Mr. Dennis Mancusi
"The Observation Cycle" - Mr. Earl Nelson

In Starbuck Auditorium

1:00-1:40 p.m. - "Behavioral Objectives"
- by Mary Jane Clausen

1:50-2:40 - "Exemplary large group presentations"
"- Title III staff members coordinated by Eileen Rogers

2:50-3:30 - Work experience with "Flanders Interaction Analysis Material"
- by Dr. Al Roth

TUESDAY, July 22

Workshop participants divided into five groups - one group to each laboratory school.

8:30-9:00 a.m. - Orientation to building
- by building principals

9:00-9:15 - Orientation to teaching plans
- by teaching unit leader

9:15-9:45 - Planning with an observation team

9:45-11:15 - Observe teaching

11:15-12:00 - Join observation team in strategy session

(Tuesday - cont.)

12:30-1:00 p.m. - Participate in critique session

1:00-1:30 - Join observation team in evaluation session and have questions answered

At Starbuck Jr. H.S. Auditorium

1:45-2:35 - "Creating a Climate for Implementing Change"
- Mr. Russell Way
Research and Program Development
State Department of Public Instruction

2:45-3:30 - "Problems in Implementing Change as Observed Throughout the State"
- Mr. George Glasrud
Field Consultant
State Department of Public Instruction

WEDNESDAY, July 23

Workshop participants divided into five groups - one group to each laboratory school.

8:30-8:45 a.m. - Orientation to teaching plans
- by Teaching unit leaders

8:45-9:00 - Introduction to shadowing technique
- by Teaching unit leaders

9:00-9:45 - Shadow students

9:45-10:30 - Shadow aides and secretaries

10:30-12:00 - Work with packaging teams

At Giese Elem. School

12:45-1:10 p.m. - "Problems in Curriculum Packaging"
- Mr. John Aceto

1:15-2:45 - Participants work in three groups and cycle through

A. Materials, equipment and buildings
- by Elaine McGregor and Robert Gomoll

B. Personnel management
- by Patricia Hansen and Mark Farris

C. Packaging and curriculum
- by Mary Jane Clausen and Eileen Rogers

(Wednesday - Cont.)

2:50-3:30 - Systems approach to "Curriculum Decisions"
- by Lloyd Johansen

THURSDAY, July 24

Five groups in five laboratory schools

8:30-10:15 a.m.- "Show and Tell" administrative problems in implementation
- by administrators in each building

At Giese School
10:30-12:00 - Participants in four groups and cycle through with consultants

Mathematics - Mr. John Aceto
Science - Mr. Richard Bliss
Social studies - Miss Teckla Ronda
Language arts - Mr. Neil Vail

At Starbuck School
12:45-1:30 p.m.- Participants cycle

Reporting pupil progress - Teckla Ronda
Guidance - Althea Brach
Developing Interdependence - Phil Nelson
Relationships - " "

1:30-2:30 p.m.- "Today, Ready or Not"
- Dr. Robert Gates
Educational Consultant
Ford-Philco Corporation

2:40-3:30 - National effort to propagate "Systems Approach in Education"
- Dr. Robert Gates

FRIDAY, July 25

At Giese School
8:30-9:00 a.m.- "Implementation Costs and Ratio"
- by Roland Krahn

9:00-9:45 - "Introducing the Non-professional"
- by Earl Nelson

10:05-10:25 - "Why Team Teach"
- by Earl Nelson and Alfred Held

(Friday - cont.)

10:30-11:15 - "Selecting and Developing Unit Leaders"
- by Mary Jane Clausen
Elaine McGregor
Robert Gomoll

11:25-12:00 - "Implementation Problems in a School System"
- by Dr. John Gunning

1:00-2:00 p.m. - Strategies for "Motivating and Preparing a School Staff for Change"
- by Mr. Al. Onnink, Chairman
Mrs. Elaine McGregor
Mr. Duane Barnes
Mr. Charles Stimm
Mr. James Ferguson

2:00-3:00 - "Implementation to Sophisticated Operation"
- Coordinated by Lloyd N. Johansen

Appendix 54

ROSTER OF PARTICIPANTS
IN TITLE III
"SPECIAL PURPOSE" WORKSHOP
ADMINISTRATIVE & SUPERVISORY PERSONNEL

Racine, Wisconsin
July 21-25, 1969

Elementary

	1. Bach, Sister Edwardin	Whitefish Bay, Wis.
*	2. Bathke, Ervin	Seymour, Wis.
*	3. Bobholz, Wayne	Columbus, Wis.
	4. Casper, Mrs. Georgia	New Berlin, Wis.
	5. Dombrowski, Sister Marianne	Milwaukee, Wis.
	6. Hall, Nick	Milwaukee, Wis.
	7. Hoerig, Sister Ruth	Milwaukee, Wis.
*	8. Hughes, James	Toronto, Ontario, Canada
	9. Johnson, Elaine	Green Bay, Wis.
	10. Kreidler, Sister Mary Jane	Milwaukee, Wis.
*	11. Nelson, Donovon	Fargo, North Dakota
*	12. Neving, William	Toronto, Ontario, Canada
	13. Reck, Carl	Racine, Wisconsin
*	14. Salo, Melvin	Minneapolis, Minn.
	15. Scanlan, Pat	Oshkosh, Wis.
*	16. Schrier, Gene	Charles City, Iowa
*	17. Sell, Orville	Seymour, Wis.
	18. Wachholz, Raymond	Oshkosh, Wis.
*	19. Wiedemann, Richard	Seymour, Wis.
	20. Yanny, Sister Mary	Milwaukee, Wis.
	21. Ziegler, Robert	Franklin, Wis.

* At Dominican College

Roster - Cont.

Secondary

* 22. Condie, George	Toronto, Ontario, Canada
* 23. Grimstad, Helvin	Minneapolis, Minn.
* 24. Kroening, Carl	Minneapolis, Minn.
* 25. Long, Alvin	Neenah, Wis.
* 26. Reitz, Herbert	Wausau, Wis.

* At Dominican College